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ABSTRACT

This packet of worksheets and articles was developed for use by secondary school students in the New York City public schools. It is part of a three semester, eight theme global history course. These worksheets cover the theme "Economic, Political, and Cultural Changes in the Post-War World Affect Our Lives Today" and are intended for use in conjunction with a separate volume of teaching strategies. To help with the use of these materials each worksheet has been coded to correspond to a specific strategy. The strategies are arranged according to specific sub-themes: (1) "Interdependent National Economies"; (2) "Impact of Environmental Choices"; (3) "Impact of New Technologies"; (4) "Changing Demographic Patterns"; (5) "World Hunger Can Be Eliminated"; (6) "Tradition and Change"; (7) "International Law"; and (8) "Careers in a Global Economy." Questions which accompany each worksheet are included on the appropriate strategy page in the teacher's guide. Maps, graphs, and photographs supplement the text. (APG)

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Student Worksheets

GLOBAL HISTORY

A Curriculum Guide

Third Semester Theme VIII

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Experimental Edition

DIVISION OF CURRICULUM AND INSTRUCTION

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Student Worksheets

GLOBAL HISTORY

A Curriculum Guide

Third Semester Theme VIII

Experimental Edition

NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF
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NOTE TO THE TEACHER:

These worksheets are intended for use in conjunction with the teaching strategies included in Global History: Third Semester, Theme VIII. To facilitate the use of these materials, each worksheet has been coded to correspond to a specific strategy; the questions which accompany each worksheet are included on the appropriate strategy page.

The World in a Japanese Home

While many Americans are familiar with the impact of Japan on their lives, they may not know very much about the impact the United States has had on the lives of the Japanese people. Look at a day in the life of one Japanese citizen, Akira Suzuki:

* * * *

The day begins in the Suzuki household with a purely Japanese breakfast. Menu items absolutely necessary are rice and miso soup. They are supplemented by fried eggs or grilled fish.

But wait--let's take a closer look at this purely "Japanese" breakfast. The fact is that many things, apart from rice, depend on imported materials. The miso paste used for the soup is made from soybeans. Of the 3,600,000 tons consumed annually in Japan, a massive 95 percent is imported from the United States, providing one of the basic staples of the Japanese diet.

Now to Mr. Suzuki's eggs. Most Japanese think of eggs as a domestic food, but ignore the fact that the laying hens are raised exclusively on imported feed. The same is true of his fish; it is no longer remarkable to have an imported fish for breakfast. In other words, the only purely Japanese item on Mr. Suzuki's breakfast menu is the rice. Imports, including those from the United States, play a large role in the rest.

At the same time, Mr. Suzuki does not limit himself to traditional breakfasts. Year after year, there has been an increasing trend for the Japanese to abandon their rice and miso soup for bread and coffee or tea. The popularity of Western breakfasts--ham and eggs--is rising. This trend is particularly noticeable in the under-forty age group, where Western breakfasts are more popular than the traditional Japanese ones....

Breakfast is over for Mr. Suzuki, and it's time to get dressed for the office. First he slips into his cotton underwear, then his shirt (a blend of cotton and synthetic fibers). The United States supplies much of Japan's cotton. In 1977, Japan imported 650,00 tons of raw cotton; 210,000 tons, or 32 percent, was from the United States.

Mr. Suzuki arrives at his company and is sitting at his desk in the sales promotion section. His job today is to prepare reference materials that must be made for each member of the meeting.

Mr. Suzuki's firm has a large-size Fuji Xerox copying machine. A number of Japanese manufacturers produce copying machines that serve the small and medium-size market, but Fuji Xerox commands an overwhelming share of the large-size machine market, and virtually no medium or large Japanese firm is without at least one.

The data for Mr. Suzuki's meetings is assembled by an IBM computer. IBM and other American computer manufacturers control a large share of the Japanese market.

Mr. Suzuki, like other office workers, considers the selection of his lunch menu as one of today's most important small pleasures. "Today," he thinks to himself, "I'd like a hamburger." And off he goes to the nearest McDonald's. Another day he may opt for Kentucky Fried Chicken. Both chains are enormously successful in Japan.

As cited in Constitutional Rights Foundation, *International Law in a Global Age, Student Materials* (California: Constitutional Rights Foundation, 1982), pp. 8-9.

EXERCISE

Use the information from this story about Mr. Suzuki's day to list on the left some of the American imports used by the Japanese.

On the right, list some of the Japanese imports that Americans use in their daily lifes.

American Imports Used by the Japanese	Japanese Imports Used by Americans

Your Own Clothes, Part 1

DIRECTIONS: Make a survey of at least twenty items of clothing. Use clothing labels and the information on the bottom of this worksheet to complete the following chart.

CLOTHING ITEM	WHERE MANUFACTURED	FIBER CONTENT OF RAW MATERIAL	CHIEF PRODUCERS
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

NATURAL FIBERS

Fiber	Source	Leading Producers*
Cotton	Cotton (plant)	U.S.A., Soviet Union, China, India
Wool	Sheep	Australia, Soviet Union, New Zealand, Argentina
Linen	Flax (plant)	Soviet Union, Poland
Silk	Silkworm	Japan, China
Cashmere	Cashmir Goat	China, Mongolia, Iran

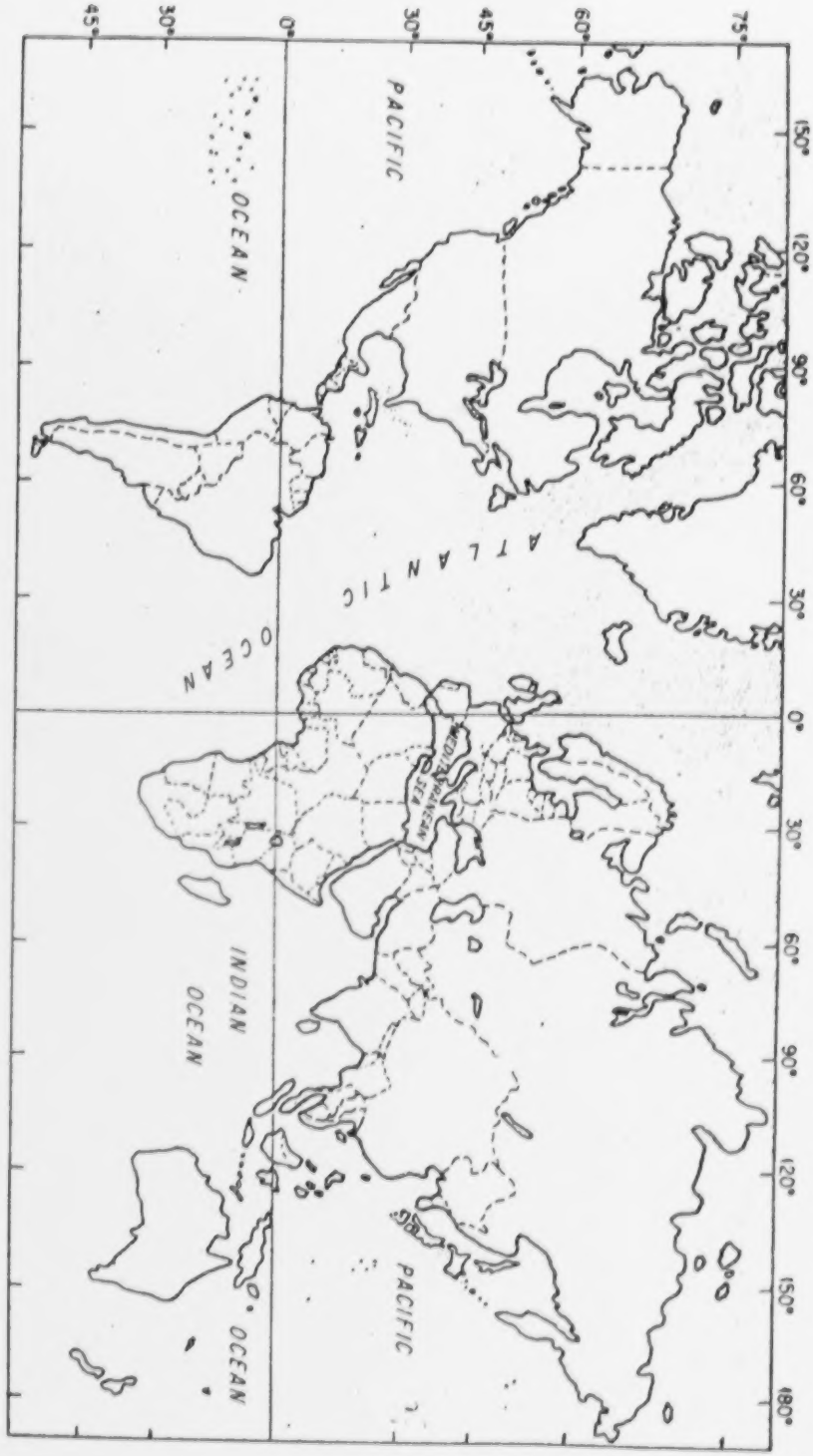
* Producers are listed in descending order of importance.

MAN-MADE FIBERS

Nylon, acrylic, polyester, and spandex are synthetic fibers made from coal or petroleum. Chief producers of petroleum are Soviet Union, Saudi Arabia, the United States. Chief producers of coal are the Soviet Union, the United States, China, East Germany. The United States is the world's leading producer of synthetic fibers.

Rayon and acetate are cellulosic fibers made from cellulose. The chief commercial sources of cellulose are cotton (see producers above) and wood pulp (chief producers are the Soviet Union and Canada). The United States is the world's leading producer of cellulosic fiber.

World Political Outline Map



From Philip L. Groisser, *Map Workshop in World History* (New York: Oxford Book Company, Inc., 1965), p. 77.

An Economic Model of International Trade

Economists often use models (simplified pictures of the real world) to help explain or clarify complicated ideas. What follows is a model depicting the advantages to be derived by specialization and trade.

Model 1: Absolute Advantage

ASSUMPTIONS: 1. A two-person economy
2. Scarcity (people must work to live)

GIVEN:

Harry is an expert shot and a very successful hunter.

Harry can't cook.

George is a rotten shot, but a very fine cook.

Should they engage in trade? _____

Model 2: Comparative Advantage

ASSUMPTIONS: 1. Same as for Model 1.
2. Same as for Model 1.

GIVEN:

Harry is an expert shot and a very good cook.

George is a rotten shot but a good cook.

Should they engage in trade? _____

Discussion

How does model 1 explain why we trade industrial products for oil with Saudi Arabia?

_____

_____

How does model 2 explain why we buy cameras from Japan when we have the capability of producing them ourselves?

_____

_____

World Trade (1840-1965)

The table shows the value of world trade and the percentage share of different countries. Use it to answer the following questions.

	Total value (billions of dollars)	Percentage share of each country				
		UK	*France*	*Germany*	*USA*	*Rest of World*
1840	3	32	10	–	8	50
1880	7	25	11	9	10	45
1900	20	21	8	12	11	48
1913	40	17	7	12	11	53
1929	69	14	6	10	14	56
1938	47	16	5	8	11	60
1965	419	7	5	*10	12	66

*West and East Germany

1. Approximately how many times did the total value of world trade increase between the years 1840 and 1965?_____

_____

2. In 1840, which nation controlled a disproportionate percentage of the world's trade?_____

3. What happened to the percentage of the United Kingdom's trade between the years 1840 and 1965?_____

_____

4. Describe the position of the United States in world trade from 1840 to 1965.

_____

_____

5. Based on this chart, what can we conclude about the relative importance of Western nations and the rest of the world in trade today?_____

_____

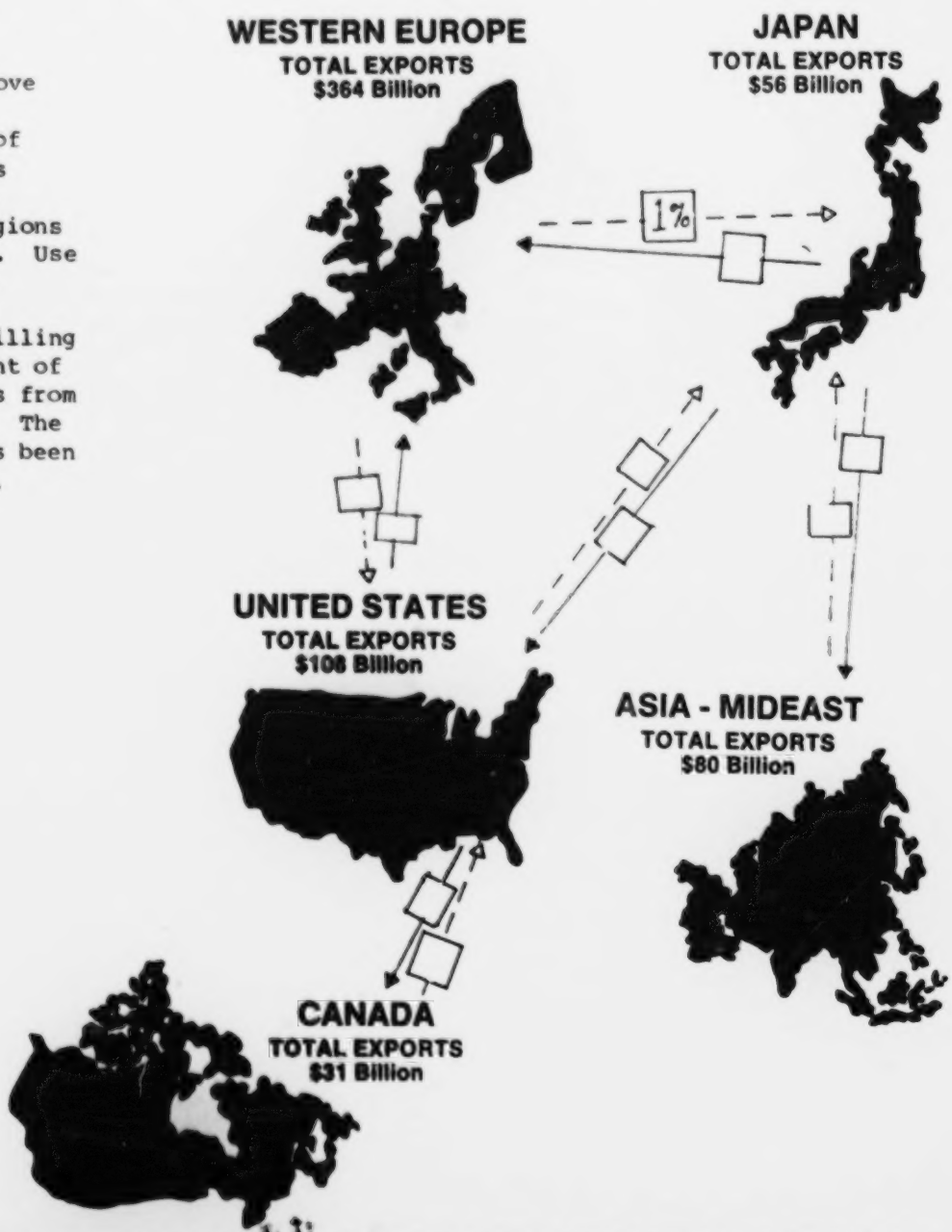
From David Killingray, *A World Economy* (St. Paul, Minn.: Greenhaven Press, 1980), p. 22.

Major World Trading Partners

Exporters	1975—Percent of Total Exports Going To				
	U.S.	Japan	Canada	Western Europe	Asia/Middle East
U.S.	—	8.5	21.6	27.3	15.8
Japan	24.1	—	2.3	15.7	30.8
Canada	68.9	6.6	—	12.8	2.8
Western Europe	5.5	1.0	1.0	66.2	7.6
Asia and Middle East	12.2	19.5	1.9	33.5	17.4

DIRECTIONS:

The chart above lists the percentages of total exports shipped from different regions of the world. Use the chart to complete the diagram by filling in the percent of total exports from each region. The first one has been done for you.

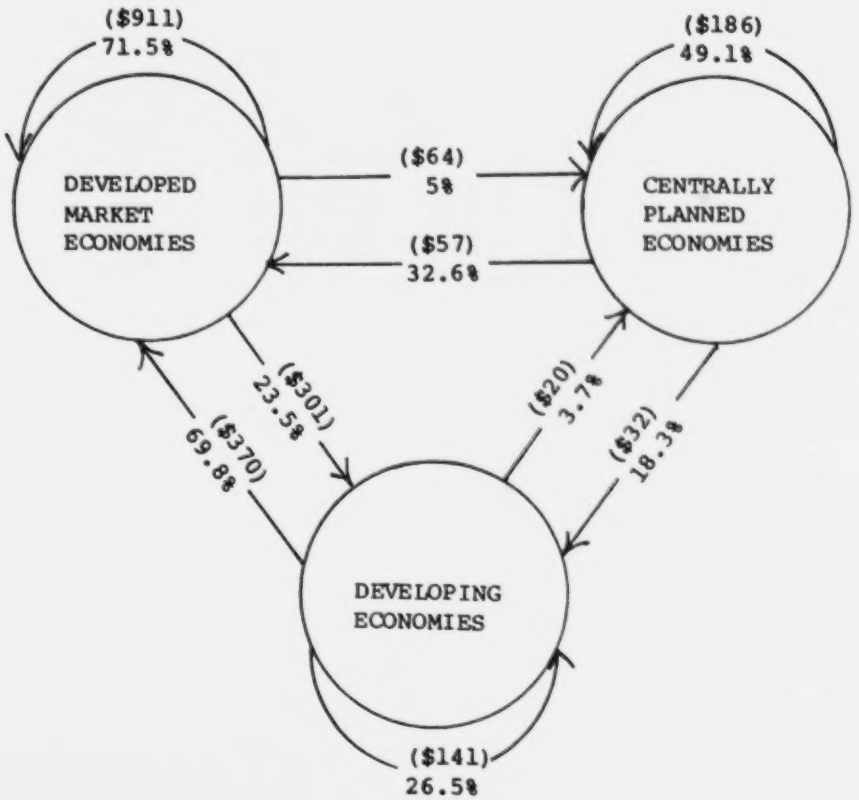


From Robert Anthony, et al., *The World Economy and Multinational Corporations: An Activity Program for Grades 9 through 12* (Peoria, Ill.: Caterpillar Tractor Co., 1978).

Subtheme A *Interdependent National Economies* **Worksheet A-6**

World Exports by Origin and Destination

The diagram below shows the flow of trade among countries having the same type of economy and different types of economies.



Developed Market Economies: Systems in which all or most land and business is owned and controlled by private individuals who make decisions on the basis of supply and demand.

Centrally Planned Economies: Systems in which all or most land and business is owned and controlled by the government which decides what and how to produce.

Developing Economies: Systems that have realized little of their economic potential because of lack of capital, technology, and skilled labor.

Regional analysis based on *UN Standard Country Code*, Annex II, *Statistical Papers*, Series M, No. 49. Data from United Nations, *Monthly Bulletin of Statistics*, 35, No. 7 (July 1981), p. xxi.

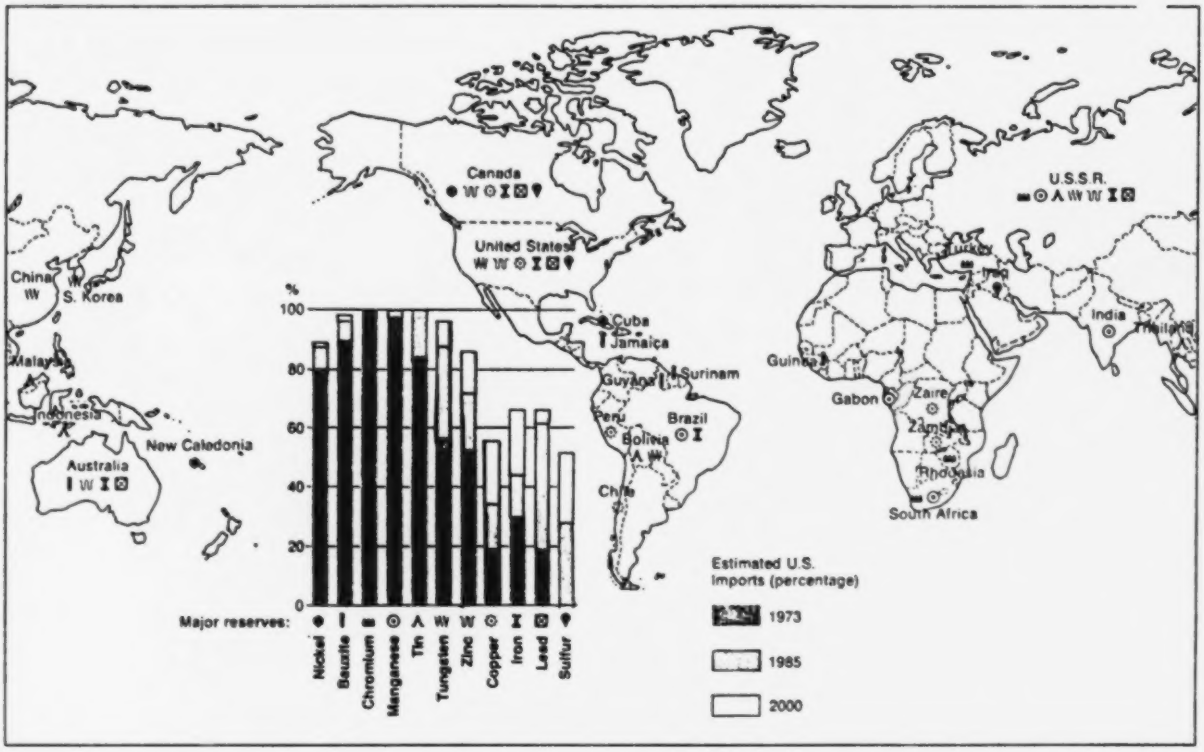
EXERCISE

Use the information in the diagram to fill in the missing figures below.

1. The percentage of exports from developed market economies
   A. Which goes to centrally planned economies_____.
   B. Which goes to developing economies_____.
   C. Which goes to other developed market economies_____.
2. The dollar value of exports from centrally planned economies
   A. Which goes to developed market economies_____.
   B. Which goes to developing economies_____.
   C. Which goes to other centrally planned economies_____.
3. The percentage of exports from developing economies
   A. Which goes to developed market economies_____.
   B. Which goes to centrally planned economies_____.
   C. Which goes to other developing economies_____.

American Industry's Needs and World Trade

The map and graph below show which countries have the raw materials that American industry needs.



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EXERCISE

Use the map and graph to complete the questions below.

1. The United States at the present time imports 100 percent of what it needs of the mineral_____.
2. In addition, by 1985, the United States will have to import 100 percent of what it needs of the minerals_____and_____.

3. The countries which are the major producers of copper are:

_____

Of tin:_____

Of bauxite:_____

4. The fact that so few countries produce so much of industry's needs for copper, tin, and bauxite is important because_____

_____.

International Garment Trade Fact Sheet

One out of every three U.S. acres farmed produces for export, and one out of every six manufacturing jobs is directly dependent on foreign trade. Source: National Council on Foreign Languages and international Studies.

* * * *

Clothing exports are important to Hong Kong's economy. In 1979, 361,000 workers, or 41.5% of the manufacturing work force of Hong Kong, worked in the textile and clothing industry. Forty percent of Hong Kong's exports are clothing and textiles. Source: Hong Kong Trade Development Council.

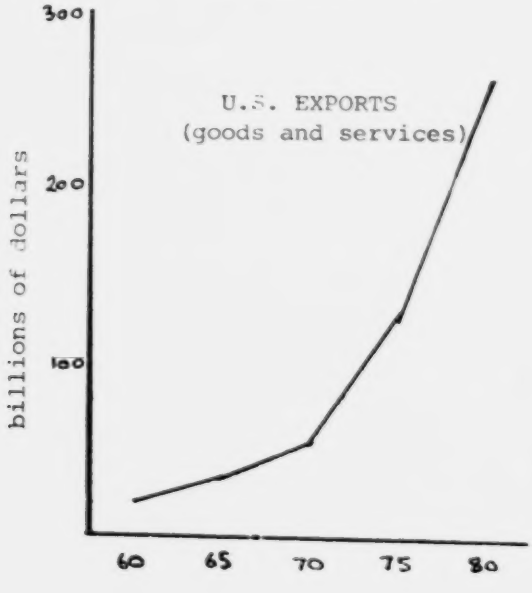
* * * *

In 1980, 140,000 workers were employed by the garment industry in New York City. Ten years ago this figure was 204,000. Source: New York State Department of Commerce.

* * * *

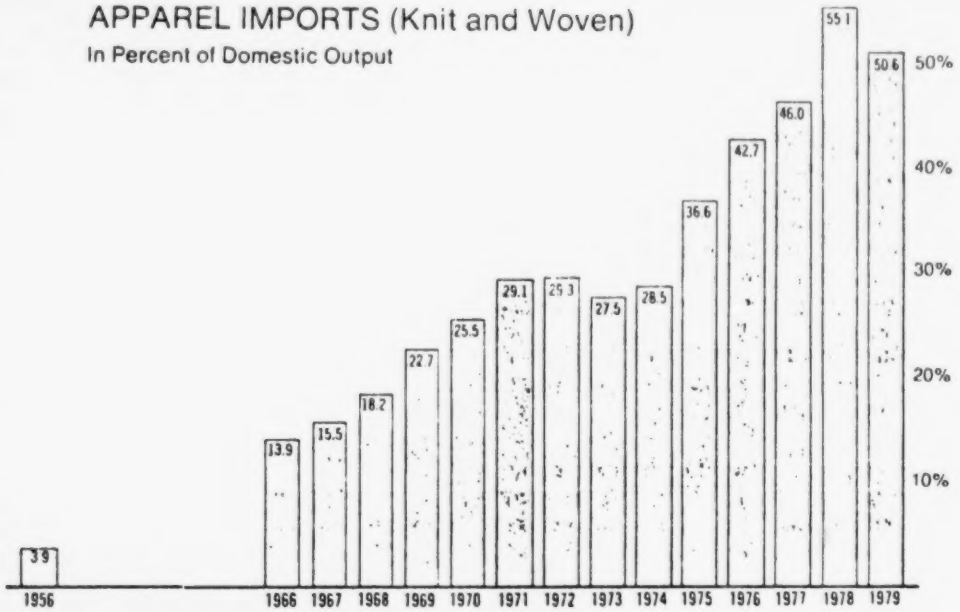
Some 270,000 jobs were lost in the garment industry between 1970 and 1976 in the developed countries of Western Europe and the United States. The chief cause of this reduction in the number of jobs was the use of more automated machinery, not competition from imports. Source: The World Bank.

GROWTH OF INTERNATIONAL TRADE



Department of Commerce, Bureau of Economic Analysis.

Subtheme A *Interdependent National Economies* **Worksheet A-8A (continued)**



Source: ILGWU, *General Executive Board Report to 37th Convention—1980*, p. 27.

Protectionist measures (tariffs, quotas, etc.) instituted by the United States government cost the American consumer in 1972 between 10 and 15 billion dollars for that year. In other words, if there would have been completely free trade, United States consumers could have purchased cheaper products made abroad and saved 10 to 15 billion dollars. This yearly cost has undoubtedly risen since 1972 but no more recent studies have been made. Source: American Imports Association.

Source: U.S. Bureau of Labor Statistics, cited in *General Executive Board Report to 37th Convention—1980, International Ladies Garment Workers Union*, p. 14.

If imports of garments into the United States were completely stopped, 400,000 new jobs would be created in this country. Source: Clothing Manufacturers Association.

* * * *

A typical garment worker in Hong Kong makes only about one-third the wage earned by one in the United States. Factories in the United States and Hong Kong are similar in equipment, technology, raw materials used, and product produced. Source: League of Women Voters.

* * * *

In 1977 there were 97 corporations (publicly-owned) manufacturing clothing in the United States. By 1980 this number had declined to only 73.
Source: ILGWU

* * * *

Additional U.S. protectionist barriers against imports will only provoke foreign retaliation against our exports. Source: American Importers Association.

* * * *

Textiles and clothing are important product groups exported by developing countries. In 1978, textiles and clothing accounted for almost 30 percent of the value of the total manufacturing exports of developing countries.
Source: United Nations Conference on Trade and Disarmament (UNCTAD).

Your Own Clothes, Part 2

ROLEPLAY INSTRUCTIONS

Group I International Ladies Garment Workers Union (ILGWU)
Headquarters: 1710 Broadway, New York, 10019

The ILGWU is a labor union which represents 340,000 garment workers in the United States (including Puerto Rico) and Canada. New York is the center of the American garment industry; thus, many of the members of the ILGWU work in New York City. About 80 percent of the union's members are women. As the number of garment workers in America declines, the ILGWU is becoming smaller and less powerful.

Goal: To get stronger government restrictions to keep out clothing imports, in order to protect the jobs of garment workers

Assignment: Using the International Garment Trade Fact Sheet, answer the questions below.

1. (a) What information on the Fact Sheet shows that garment workers in New York City may be in trouble?
   (b) What does international trade have to do with this?
   (c) How can this problem faced by garment workers be solved?

2. Besides limiting imports, is there anything else that can be done to keep the number of jobs in the garment industry from declining?

Now write a short speech stating your position on import restrictions. Try to convince your classmates that your position is right.

Group II Clothing Manufacturers Association (CMA)
Headquarters: 135 West 50th Street, New York 10019

The CMA is an organization representing companies that manufacture clothing in the United States. Most United States companies that manufacture clothing are small, and profits for them are low (generally between one and two percent of the sales dollar). Because of low profits and extensive competition (including competition from foreign manufacturers), some clothing firms have gone out of business in the last five years.

Goal: To get stronger government restrictions to keep out clothing imports, in order to improve prospects for American clothing manufacturers

Assignment: Using the International Garment Trade Fact Sheet, answer the questions below.

1. (a) What information on the Fact Sheet shows that U.S. clothing manufacturing firms may be in trouble?
   (b) What might international trade have to do with this?
   (c) How can this problem faced by U.S. clothing manufacturers be solved?

2. Besides limiting imports, is there anything else that can be done to keep U.S. firms that manufacture clothing profitable?

Now write a short speech stating your position on import restrictions. Try to convince your classmates that your position in right.

Group III Hong Kong Development Council (HKTDC)
Headquarters: 548 Fifth Avenue, New York 10036

The HKTDC is an organization that tries to increase Hong Kong's exports to the United States (Hong Kong's main export is clothing.) Many foreign countries have similar organizations in the United States to promote their exports and thus help their economies. Most of these organizations are located in New York City, because it is the center of American international trade.

Goal: To block further U.S. government restrictions so that Hong Kong and other countries can continue to sell the clothing they make to the United States

Assignment: Using the International Garment Trade Fact Sheet, answer the questions below:

1. What information on the Fact Sheet shows that the garment industry and garment exports are important to Hong Kong and other developing countries?

2. What information shows that the declining number of jobs in the United States and the other developed countries may not have been caused by clothing imports from Hong Kong and other countries?

3. What are some benefits Americans can enjoy by buying clothing from Hong Kong and other foreign countries?

4. If the United States puts higher restrictions on imports of clothing from Hong Kong, what could Hong Kong do to get even? How would this affect the U.S. economy?

Now write a short speech stating your position on import restrictions. Try to convince your classmates that your position is right.

Group IV The General Public (Consumers and Workers)

The general public is not well organized or informed but is directly affected by the question of import restrictions on clothing. First, restricting imports would probably cause the price of clothing in the United States to go up. Consumers would end up paying more for the clothes they wear. Second, if the United States increases restrictions on clothing other countries sell to us, these countries may retaliate by placing restrictions on things we sell to them. This could hurt the American economy and put Americans out of work.

Goal: To block further restrictions on clothing imports in order to (1) keep clothing prices down and (2) keep general American exports high

Assignment: Using the International Garment Trade Fact Sheet, answer the questions below:

1. What information on the Fact Sheet shows that prices of clothing would probably go up if clothing imports were further restricted?

2. What are some benefits Americans can enjoy by buying clothing from foreign countries.

3. If the United States puts higher restrictions on imports of clothing, what can other countries do to get even?

4. What information is there on the Fact Sheet to show that the U.S. economy (and U.S. workers) could be hurt if other countries restricted imports from the United States?

Now write a short speech stating your position on import restrictions. Try to convince your classmates that your position is best.

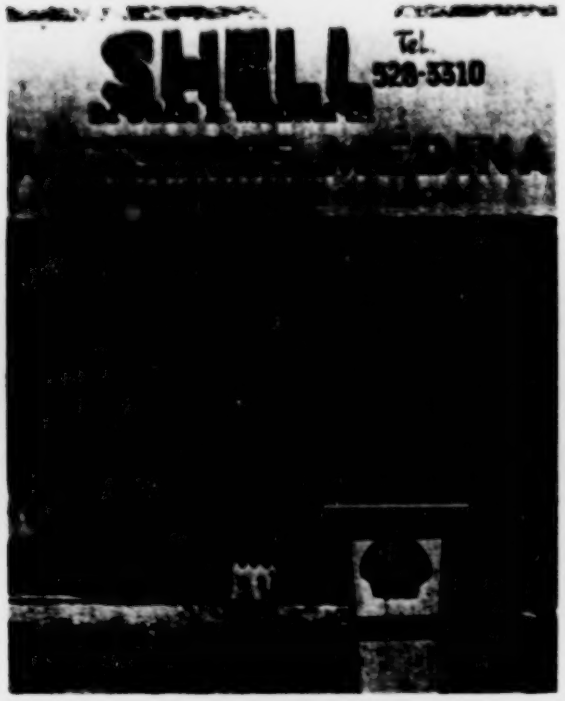


Photo from Intentional Educations.

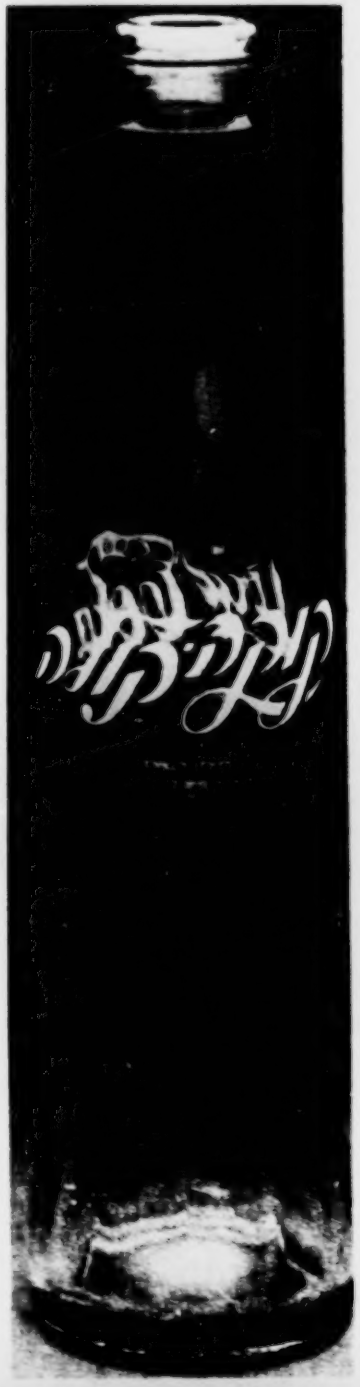
The problem of big business has been given a new twist by the appearance of enormous corporations whose business empires literally straddle the globe—the multinational corporations. Take PepsiCo, for example. PepsiCo does not ship its famous product around the world from bottling plants in the United States. It *produces* Pepsi Cola in more than 500 plants in over 100 countries. When you buy a Pepsi in Mexico or the Philippines, Israel or Denmark, you are buying an American product that was manufactured in that country.

PepsiCo is a far-flung, but not a particularly large multinational corporation: In 1979 it was the 57th largest company. More impressive by far is the Ford Motor Company, a multinational that consists of a network of 60 subsidiary corporations, 40 of them foreign-based. Of the corporation's total assets of $23 billion, over one-third is invested in 27 foreign nations; and of its 494,000 employees (as of 1979) more than 175,000 were employed outside the U.S. And if we studied the corporate structures of GM or IBM or the great oil companies, we would find that they, too, are multinational companies with substantial portions of their total wealth invested in productive facilities outside the United States.

Multinational corporations differ from international corporations in that they produce goods and services in more than one country, while international corporations produce most of their goods and services in one country, even though they sell them in many. Volkswagen is a large international corporation, since it sells Volkswagens all over the world; but it is not much of a multinational corporation, since most of its actual production is concentrated in Germany.

Robert L. Heilbroner, *The Making of Economic Society*, © 1962, pp. 203-204. Reprinted by permission of Prentice-Hall, Inc., Englewood Cliffs, N.J.

Photo from Intentional Educations.



A New Business Phenomenon: The Multinational Corporation

Some Leading Multinational Corporations and Their Homes

Below is a list of some of the largest multinational corporations. Fill in the addresses of the general offices of the multinational corporations which can be found in Moody's Industrial Manual Vol. I and Vol. II.

GENERAL MOTORS CORPORATION DEL.

DAIMLER-BENZ A.G. WEST GERMANY

MOBIL CORPORATION DEL.

CATERPILLAR TRACTOR CO. CAL.

UNION CARBIDE CORPORATION N.Y.

PHILIPS LAMP WORKS NETHERLANDS

NESTLE ALIMENTANA S.A. SWITZERLAND

HITACHI LTD. JAPAN

GOODYEAR TIRE AND RUBBER CO. OHIO

EXXON CORP. N.J.

UNILEVER LTD. GREAT BRITAIN

VOLKSWAGENWERKE A.G. WEST GERMANY

SONY CORPORATION JAPAN

BRITISH PETROLEUM COMPANY LTD. U.K.

DUNLOP HOLDINGS LTD. U.K.

SIEMENS AKTIENGESELLSCHAFT

PROCTER & GAMBLE CO. OHIO

From Robert Anthony, et al., *The World Economy and Multinational Corporations: An Activity Program for Grades 9 through 12* (The Caterpillar Tractor Co., Peoria, Ill., 1978), pp. 1-2.

The Echoes Meet Mr. McMulti

The following comic strip about a rock group, the Echoes, that considers signing with a multinational corporation, illustrates several aspects of multinationals' operations.

ECHOES
HI, MR. MCMULTI.
BOYS, I LOVE YOUR SOUND! AND IF YOU SIGN WITH THE ALL-OVER CORPORATION, WE'LL MAKE YOU BIG STARS!!
AND NOT JUST HERE IN AMERICA! THROUGH OUR OUTLETS THE WHOLE WORLD WILL HEAR YOU!
EUROPE, THE ORIENT— RUSSIA!!
THERE'S NOWHERE YOU WON'T BE HEARD!!
THEN WILL COME THE PRODUCTS! ECHO DOLLS, ECHO CEREALS, ECHO COMICS, ECHO APPLIANCES— ECHO FOOD, CLOTHING, SHELTER— EVERYTHING!!
AND YOU'RE LUCKY TO COME AT A TIME WHEN WE'RE EXPANDING BE-YOND OUR WILDEST DREAMS!
IN FACT, HERE'S THE HEAD OF OUR EXPANSION PROGRAM NOW.

Cartoon by Rivera from Intentional Educations.

Why Become a Multinational?

The following is part of an advertisement by the Philippines Government placed in the New York Times in June, 1975:

GOOD REASONS WHY YOU SHOULD BE IN THE PHILIPPINES

We like multinationals. . . . The multinational company setting up its regional or area headquarters in the Philippines is now exempt from all forms of local . . . taxes or burdens. . . . In Manila . . . office rent . . . works out at five times lower than comparable locations in Hong Kong. . . . Communications facilities? At least 14 telecommunications companies operate in Greater Manila, while an average 17 jet flights touch down daily at Manila International Airport. (Tokyo is only three and a half hours away, Hong Kong 90 minutes and Singapore two hours and 40 minutes). . . . Move your headquarters to Manila and make your cost accountants happy. . . .

Labour costs for the company setting up plant in Manila could work out from 35 to 50 per cent lower than they would be in either Hong Kong or Singapore. . . .

There are attractive investment packages . . . [in] mineral resources . . . in basic industry, finance, tourism, manufacturing, chemicals, engineering, commerce, agriculture and export trading. . . .

Among the first [companies] . . . are Ford Philippines, which is setting up a $50 million car body stamping plant, Honda, British Leyland and Winthrop Products Inc. Can you afford to lag too far behind the competition?

From David Killingray, *A World Economy* (St. Paul, Minn.: Greenhaven Press, 1980), p. 31.

Sizes of Selected Multinationals and Nations Compared

GNP of Selected Nations and Gross Sales of Multinational Corporations in 1969 (in billions of dollars)

1.	United States	931.4	29.	South Korea	7.0
2.	Japan	164.8	30.	MOBIL OIL	6.6
3.	West Germany	153.7	31.	Thailand	6.3
4.	France	137.8	32.	TEXACO	5.9
5.	United Kingdom	108.6	33.	Peru	5.1
6.	Italy	82.3	34.	GULF OIL	4.9
7.	Canada	73.4	35.	WESTERN ELECTRIC	4.9
8.	India	39.6	36.	U.S. STEEL	4.7
9.	Brazil	39.4	37.	Israel	4.7
10.	Australia	29.9	38.	STANDARD OIL OF CALIF.	3.8
11.	Mexico	29.4	39.	Malaysia	3.7
12.	Spain	28.7	40.	LING-TEMCO-VOUGHT	3.7
13.	Sweden	28.4	41.	DU PONT	3.6
14.	Netherlands	28.4	42.	PHILIPS	3.6
15.	GENERAL MOTORS	24.3	43.	SHELL OIL	3.5
16.	Belgium-Luxembourg	22.9	44.	VOLKSWAGEN	3.5
17.	Argentina	19.9	45.	WESTINGHOUSE	3.5
18.	Switzerland	18.8	46.	STANDARD OIL OF INDIANA	3.5
19.	South Africa	15.8	47.	BRITISH PETROLEUM	3.4
20.	STANDARD OIL OF NEW JERSEY	15.0	48.	Ireland	3.4
21.	FORD MOTOR COMPANY	14.8	49.	GEN. TEL. & ELECTRONICS	3.3
22.	Austria	12.5	50.	ICI	3.2
23.	ROYAL DUTCH/SHELL	9.7	51.	GOODYEAR	3.2
24.	Norway	9.7	52.	RCA	3.2
25.	Greece	8.5	53.	Algeria	3.2
26.	GENERAL ELECTRIC	8.4	54.	Morocco	3.1
27.	Phillipines	8.1	55.	SWIFT & CO.	3.1
28.	IBM	7.2	56.	South Vietnam	3.1

From *Economics: Meeting People's Needs* by George W. Watson, Jr., et al. © 1979, Science Research Associates, Inc. Reprinted by permission of the publisher.

Multinational Debate

Global History TV (GHTV) is airing a special feature debate on a question of growing concern to people and governments the world over--that is, the multinational corporation. Presenting the negative side of the multinational phenomenon is Ms. Crit Ic. Supporting multinational is Mr. E.X. Pand, Chairman of the Board of the All-Over Corporation. Their opening statements follow:

Ms. Crit Ic

Both host countries and headquarters countries have reason to complain about the multinational phenomenon. Host countries, most especially third world nations, are being exploited by these very large business enterprises--many of which are bigger than the governments themselves. The multinationals rob developing nations of their resources without giving the nations a fair return. For example, these corporations use crafty bookkeeping devices to avoid paying fair taxes to their host governments. While sophisticated governments in the industrialized world are able to audit the firms' accounts and claim their share of the tax pie, the auditing task is beyond the resources of national tax systems in the developing countries.

Host countries also suffer from the fact that multinationals are typically owned and controlled by foreigners who subordinate the interests of the host nation to their own international business interests. These foreigners are much less open than local owners would be to the government's views.

In addition to the issues of earnings and control, host countries can point to several attempts of multinationals to influence the foreign relations or domestic politics of a host nation. One notable example of such a transgression is ITT's secret offer to contribute $1 million toward ousting President Salvador Allende of Chile.

Headquarters countries have also suffered from the growth of multinationals. Because these large firms exist to maximize their global earnings rather than earnings within any one country, conflict with governments that wish to maximize their own domestic employment and exchange balances is inevitable. U.S. multinationals, for example, "export" American jobs and divert to foreign plants investments that ought to go to American plants. This makes foreign firms more competitive in the world market--weakening American currency and adding to U.S. unemployment.

Mr. E.X. Pand

The rise of multinational corporations has brought many benefits to both host and headquarters countries. Some of these benefits are increased production, employment and income in less developed countries. Multinationals keep business activity at high levels and raise tax revenues in the countries in which they operate. They also promote improved use of technology in those nations.

It has been argued that multinational firms exploit the nations in which they do business. This is certainly not true today in the OPEC (oil) nations and the copper nations. In these nations, where the host government is now virtually the sole owner of the raw material venture, the multinationals are little more than hired managers and export marketers.

As for the charge that multinationals have attempted to influence the internal domestic affairs of their host countries, two points must be made. First, it should be noted that only a few such improprieties have ever been proved. Second, it takes two to tango; that is, there are at least as many public officials seeking bribes and kickbacks as there are firms looking for someone to corrupt.

Moreover, if multinational firms base decisions on global economic factors and behave too multinationally, they are merely ahead of their time. In an increasingly interdependent world economy, the multinational firm has evolved into an organizational form that tends to think and act on global rather than national premises. But in political structures, we are only beginning to emerge from an age of nation states in which each nation believes its own political and economic interests to be different from those of the world as a whole. And so, it is the state not the multinationals that is behind the times.

DIRECTIONS: Complete the chart below by giving a counter-argument to each criticism of multinational firms listed in the first column. You will find counter-arguments (arguments in favor of multinationals) in the preceding Multinational Debate.

	CRITICISMS OF MULTINATIONALS	COUNTER-ARGUMENTS (FAVORING MULTINATIONALS)
1.	Multinational firms rob third world countries of their resources without giving a fair return.	1.
2.	Multinationals interfere in the domestic and foreign politics of their host countries.	2.
3.	Multinationals take jobs and investments out of their headquarters country.	3.

From Lloyd N. Cutler, *Global Interdependence and the Multinational Firm*, Headline Series No. 239 (New York: Foreign Policy Association, 1978), pp. 10-21.

The Gap Between Developed and Developing Nations

THE GREAT DIVIDE

By any standard, the North and South look at one another across a chasm that can only add greater instability to an already dangerous world.

	Developed Countries	Developing Countries
Population	1.1 billion	3.4 billion
Per capita GNP	$6,468	$597
Life expectancy	72 years	56 years
Literacy rate	99%	52%
Educational expenditures per capita	$286	$18
Military expenditures per capita	$300	$29
Public-health expenditures per capita	$199	$6.50

Source: Overseas Development Council, latest available figures

Cynthia Z. Rachlin, Robert Horn—Newsweek

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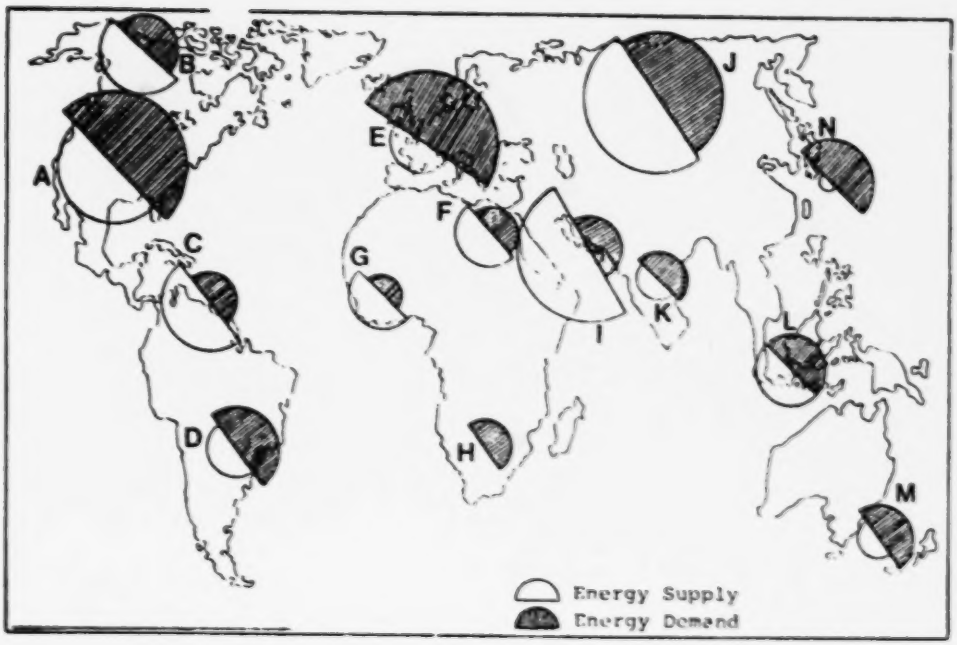
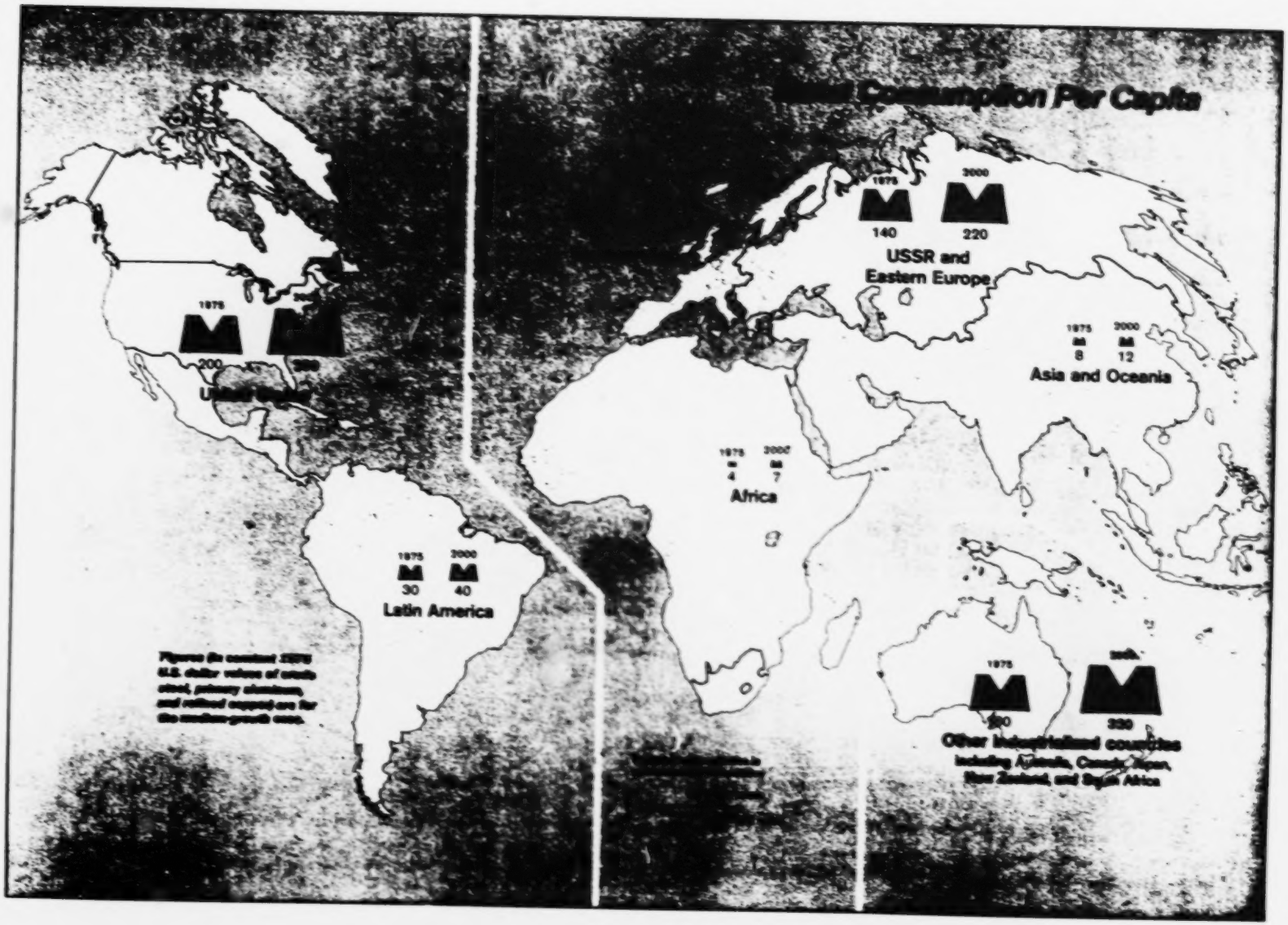
ENERGY CONSUMPTION PER CAPTIA



Adapted from *BP Statistical Review of the World Oil Industry*, 1976, p. 11.

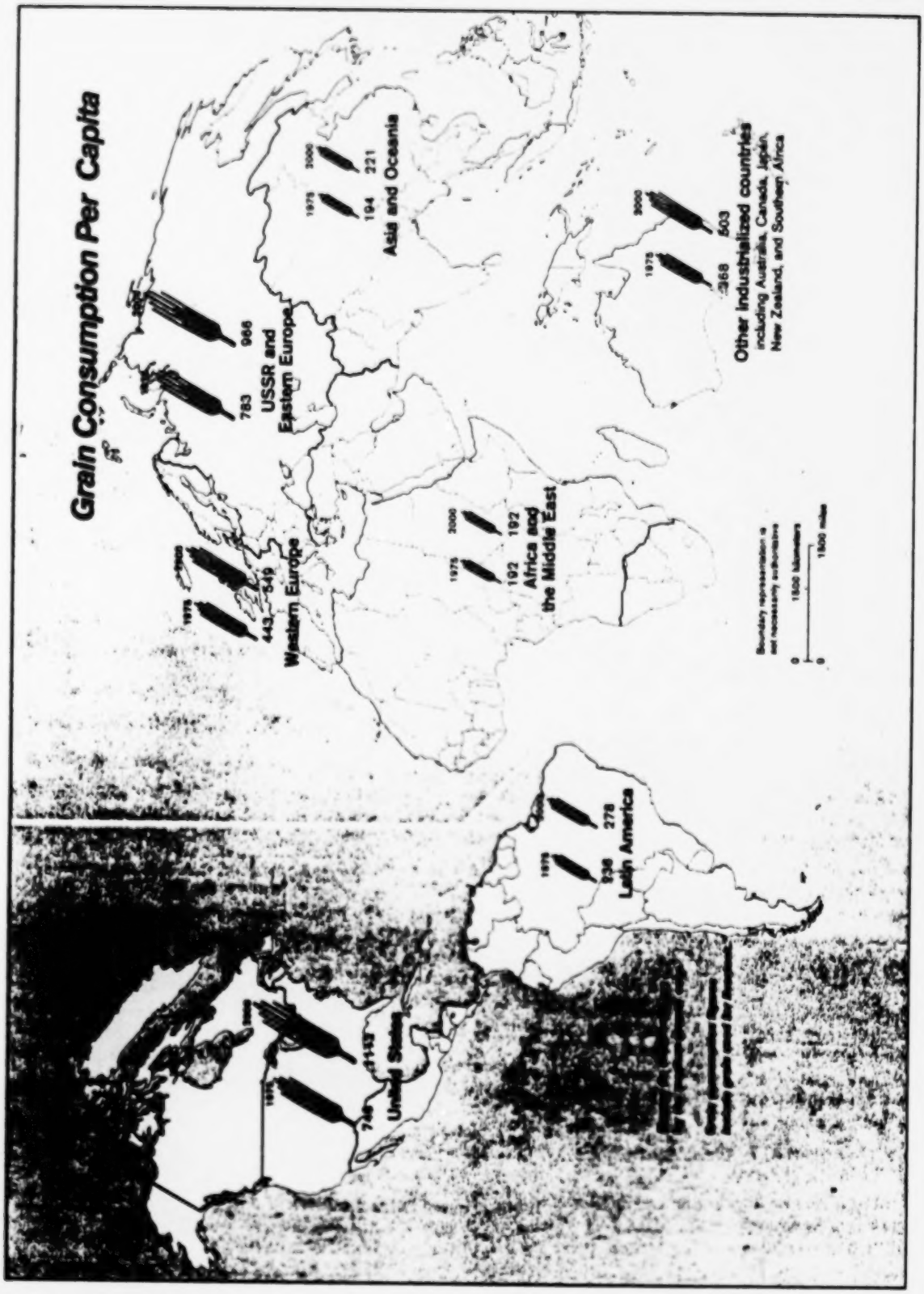
Map from *Global 2000: Report to the President*, Vol. 1, *Entering the Twenty-First Century* (Washington: GPO, 1980).

Per capita gross national product, by regions, 1975 and 2000.



Distribution of per capita consumption of nonfuel minerals, 1975 and 2000.

Map from *Global 2000: Report to the President*, Vol. 1, *Entering the Twenty-First Century* (Washington: GPO, 1980).



Per capita grain consumption, by regions, 1975 and 2000.

Map from *Global 2000: Report to the President*, Vol. 1, *Entering the Twenty-First Century* (Washington: GPO, 1980).

Maps from *Global 2000: Report to the President*, Vol. 1, *Entering the Twenty-First Century* (Washington: GPO, 1980), p. 14.

Demands for a New Economic Order

In 1974, the United Nations General Assembly passed a resolution calling for a "New International Economic Order." It was a demand for redistributing the world's wealth. The "rich" nations--the industrialized countries of the North--would transfer wealth to the "poor" countries--the developing nations of the South.

The Resolution passed because the developing countries represent a majority in the General Assembly. This document presents their ideas of what is fair and just in economic terms.

How could the developing countries make such demands? What were their reasons for thinking other countries should turn over wealth to them?

See what clues you can find in these quotations:

1. In 1958, after years of being ruled by France as a colony, the people of French Guinea in Africa demanded their independence. French President Charles de Gaulle went there, hoping to persuade them to stay in the French Empire. Guinea's leader, Sekou Toure, answered:

   "We have grave and pressing need: our dignity. But there can be no dignity without freedom. When you are ruled by others, you are dishonored and turned into inferior beings."

Quotations by Frantz Fanon in "Violence in the International Context," *Man Against Poverty: World War III*, eds. Arthur L. Blaustein and Roger R. Woock (New York: Grove Press, Inc., 1968), p. 309f.

For most who were once ruled by Europe, the colonial period has been over for ten years or more. Do you think people would still be bitter about it?

2. Some leaders of independence movements blamed Europe and America for many of the world's problems. One of these leaders, Ndabaningi Sithole, declared:

   "There is not a single Western nation with a clean record. Under the leadership of the West, the world saw two terrifying world wars. More than 42 million lives were destroyed. It is only European rule that caused the destruction of human life on a global scale."

Quotations by Sekou Toure and Ndabaningi Sithole as printed in David C. King, *Cultures* (New York: American Book Company, 1982), pp. 381-82.

3. Frantz Fanon, a psychiatrist, was a major leader of the Algerian struggle for independence from France. As early as 1963 he warned against the growing power of multinational companies. He also argued that the industrial nations still had debts to pay:

> "We should refuse the situation to which the Western countries wish to condemn us. Colonialism and imperialism have not paid their score when they withdraw their flags and their police forces from our territories. For centuries, the capitalists have behaved in the underdeveloped world like nothing more than war criminals. Deportations, massacres, forced labor, and slavery have been used by capitalism to increase its wealth, its gold or diamond reserves, and to establish its power".

Quotation by Fanon from Frantz Fanon, *The Wretched of the Earth* (New York: Grove Press, 1963).

4. Former President of Chile, Salvadore Allende Gossens, was later killed in a revolution that ousted his government. His supporters insist that American-based companies were involved. Speaking of multinationals, in 1972, he said:

> "Here we are well into the 1970s, suffering from yet another manifestation of imperialism, one that is more subtle and terrifyingly effective in preventing us from exercising our rights as a soverign state."

Quotation by Salvadore Allende Gossens from his speech to the United Nations General Assembly, December 5, 1972. © 1972 by the New York Times Company. Reprinted by permission.

Social Inertia

In his book, The Making of Economic Society, the noted economist Robert Heilbroner discusses "social inertia" (the reluctance of people to accept change) as a "tremendous hurdle to economic development."

As we would expect in traditional societies, a root cause of low per capita output lies in existing social attitudes. Typically, the people of an underdeveloped economy have not learned the "economic" attitudes which encourage rapid industrialization. Instead of technology-conscious farmers, they are tradition-bound peasants. Instead of disciplined workers, they are reluctant and untrained laborers. Instead of production-minded businessmen, they are trading-oriented merchants.

For example, Dr. Alvin Hansen reports from his observations in India:

> Agricultural practices are controlled by custom and tradition. A villager is fearful of science. For many villagers insecticide is taboo because all life is sacred. A new and improved seed is suspect. To try it is a gamble. Fertilizers, for example, are indeed a risk....To adopt these untried methods might be to risk failure. And failure could mean starvation.

In similar vein a UNESCO report tells us that

> In the least developed areas, workers may have no concept of using their time productively. For example, the day labourer in a rural area on his way to work, who finds a fish in the net he placed in the river the night before, is observed to return home, his needs being met....

An equally crippling attitude is shown by the upper classes, who look down with scorn upon business careers. UNESCO also reports that of the many students from the underdeveloped lands studying in the United States--the majority of whom come from the more privileged classes--only 4 percent were studying a problem fundamental to all their nations: agriculture.

All these attitudes give rise to a social inertia which poses a tremendous obstacle to economic development. A suspicious peasantry, fearful of change which might threaten their livelihood; a work force which is not motivated by making money; a privileged class which is not interested in production--these are all handicaps which an underdeveloped nation must overcome.

From Robert L. Heilbroner, *The Making of Economic Society*, © 1962, p. 204. Quote by Dr. Hansen from *Economic Issues of the 1960s*. © 1960, McGraw-Hill Book Company. Reprinted with permission. Quote from UNESCO from *Report on the World Social Situation*, UNESCO, March 9, 1961, p. 79.

Population and GNP Figures for Selected Third World Countries (1981 Figures)

THIRD WORLD COUNTRY	POPULATION ESTIMATE MID-1981	POPULATION PROJECTED FOR 2000 (millions)	PER CAPITA GNP* (dollars)
CHINA	985.0	1,200.0	230
DOMINICAN REPUBLIC	5.6	8.5	990
EGYPT	43.5	65.4	460
INDIA	688.6	976.4	190
INDONESIA	148.8	212.3	380
NIGERIA	79.7	148.9	670

Adapted from *World Population Data Sheet* (Washington, D.C.: Population Reference Bureau, Inc., 1981).

* GNP - Gross National Product, the total value of all goods and services produced in a country during one year.

EXERCISE

1. By the year 2000, India's population is expected to reach_____.

2. India's projected population for 2000 represents an increase of approximately_____.

3. Even if India's economy grows considerably in the last part of the twentieth century, the average Indian's standard of living will probably_____.

North-South Debate

THE SITUATION

The situation is a preliminary meeting before a major United Nations conference on economic issues between the developed and developing nations. Several friendly developing nations have asked for this meeting with members of U.S. corporations. They hope to persuade the multinationals to support a set of proposals the South will present at the full conference.

Roleplay Instructions
Group I: Developing Nations Delegates

You feel that you have been receiving nothing but scraps from the rich countries for years. You have not been able to industrialize because of the tremendous pressure of rapid population growth. Providing food, water, and shelter for populations that double in twenty-five years has exhausted your limited resources.

Consequently, you have always dealt with the industrial powers from a position of weakness. And for one hundred years, your countries were colonies. The rich will buy your cash crops and minerals if prices are low. But they want full profits on goods sold to you. Multinational corporations have moved in and created new industries and new jobs. But they also exploit your countries for their own profit.

Now it's time to demand greater equality. One step will be to gain regulation of the multinational companies. Your task in this meeting is to convince the American business people that your proposals are only fair.

The Proposals

1. All multinational companies will be subject to strict international controls.

2. Multinationals can open plants in developing countries under three conditions:
   a) profits must be shared equally with the host country;
   b) the host country must share in the technological advances the corporation brings. This would mean, for example, the sharing of patents.
   c) corporations must help build the host country's "infrastructure"--roads, ports, railroads, warehouses, etc.

Group II: Representatives of American Multinational Corporations

You feel strongly that you have done far more than was necessary to help the countries where you operate. You've built roads, schools, housing developments, even shopping plazas. Water supplies have been improved and some areas now have sanitary waste disposal for the first time.

Your companies pay high wages--higher than the national averages. The companies train workers for skilled jobs and managerial positions. Over a ten-year period, you have watched living standards rise. This could not have happened without American companies.

As for most corporations, advanced technology is one of your strongest points. This is what makes production rates climb and costs go down. The technology is yours. You would not give it or sell it to a competitor at home or in any other nation.

Your task is to look for areas of agreement with the developing nations. You are willing to listen to the proposals they intend to make. But at the same time, you don't want to surrender your ideas of what is fair.

Title: "_____"

APPLICATION FOR AID
TO UNDEVELOPED COUNTRIES
PREPARED BY REAGAN & ASSOCIATES
CIRCLE ONE
① DO YOU BELIEVE IN FREE ENTERPRISE?
YES ☐ NO ☐
② HAVE YOU EVER HEARD OF DALE CARNEGIE?
YES ☐ NO ☐
③ DOES YOUR FATHER OWN A DEPT STORE?
IF YES, HOW MANY? YES ☐ NO ☐
④ DO YOU LIKE MOMS APPLE PIE?
Powell

Dwane Powell, © 1981, Raleigh News & Observer. Reprinted with permission, Los Angeles Times Syndicate.

Complete the following statements which are based on the above cartoon:

1. The condition of the person in this cartoon is_____.
2. This person represents_____.
3. He is reading an application for_____.
4. This application form was prepared by the government of _____.
5. If the person in the cartoon answers "no" to the questions, his application for U.S. foreign aid probably will be_____.

International Programs of Assistance

Below is a list of several important international institutions concerned with helping developing countries, the "LDC's" (less developed countries). They are all directly or indirectly linked to the United Nations. Their funds come primarily from the developed market economies, with the United States as the largest contributor.

INTERNATIONAL DEVELOPMENT INSTITUTIONS

World Organizations

World Bank or International Bank for Reconstruction and Development
Founded in 1945, it provides development loans to the LDC's and promotes world trade and equilibrium in the world balance of payments.

International Development Association (IDA)
Founded in 1960, it is the "soft loan" affiliate of the World Bank. It provides low interest, noncommercial loans to the LDC's.

International Monetary Fund (IMF)
Founded in 1946, it promotes international monetary cooperation and exchange stability and aids countries with balance of payments difficulties.

Food and Agricultural Organization (FAO)
Founded in 1945, it aims to raise nutritional levels and to secure improvements in the production and distribution of food. It is now trying to establish a World Food Bank.

World Health Organization (WHO)
Founded in 1948, it works to improve world health, especially in the LDC's.

General Agreement on Tariffs and Trade (GATT)
Founded in 1947, it works to ease trade barriers and establish fair rules of trade with particular emphasis on increasing the export trade of the LDC's.

United Nations Conference on Trade and Development (UNCTAD)
Founded in 1962, it is a world conference on trade and development which meets every two or three years and has a permanent secretariat.

Regional Organizations

Economic Commission for Asia and the Far East
Founded in 1947, it is a commission of Asian nations devoted to promoting economic development. Similar commissions were established for Latin America in 1948 and Africa in 1958. These three commissions have established regional development banks:

The African Development Bank
The Asian Development Bank
The Inter-American Development Bank

These banks are largely supported by the countries within the region.

From Helburn et al., *Economics in Society: Third World Economies* (Menlo Park: CA: Addison-Wesley Publishing Co., 1976), p. 132.

Top World Bank Borrowers, 1979-81

The following table shows the top 20 recipients of World Bank lending for the past three fiscal years, along with one measure of wealth in those countries: the per capita gross national product (GNP).

"Bank" indicates loans by the International Bank for Reconstruction and Development; "IDA" indicates credits by the International Development Association. Some countries receive lending from both agencies.

	Loans and Credits Fiscal Years 1979-1981 (in millions of dollars)			Per capita GNP
Nation	**Bank**	**IDA**	**Total**	**1979**
India	$ 855.0	$4,008.0	$4,863.0	$ 190
Indonesia	1,957.0	300.0	2,257.0	370
Brazil	2,213.0	—	2,213.0	1,780
Mexico	1,933.0	—	1,933.0	1,640
Turkey	1,634.5	—	1,634.5	1,330
Colombia	1,379.5	—	1,379.5	1,010
Philippines	1,340.5	—	1,340.5	600
S. Korea	1,331.0	—	1,331.0	1,480
Thailand	1,093.0	60.0	1,153.0	590
Yugoslavia	1,053.0	—	1,053.0	2,430
Egypt	483.0	547.1	1,030.1	480
Romania	980.0	—	980.0	1,900
Bangladesh	—	872.0	872.0	90
Nigeria	789.3	—	789.3	670
Morocco	776.0	—	776.0	740
Kenya	364.0	212.0	576.0	380
Pakistan	—	531.0	531.0	260
Argentina	401.0	—	401.0	2,230
Algeria	398.0	—	398.0	1,590
Sri Lanka	—	386.5	386.5	230

From *Congressional Quarterly*, February 27, 1982, p. 453.

Two Developing African Economies: A Contrast

Bernard Pierre Wolff—UNICEF

Children work the fields of an ujamaa village: Hard rows to hoe

INTERNATIONAL

TANZANIA

An Experiment That Failed

By almost any economic measure, the bold socialist experiment of President Julius Nyerere is in shambles. The nation is all but bankrupt; industry is operating at only 30 percent of capacity and agricultural output has been declining for years. With only enough foreign-currency reserves to cover ten days of essential imports, Tanzania's 18 million people face daily shortages of such staples as soap, bread and cooking oil. By the end of last year the country's arrears on its foreign obligations totaled half of its export earnings—and yet exports continue to decline. "Tanzania is facing its gravest economic crisis in two decades of independence," says a sympathetic Western economist. "Even Nyerere's cherished social programs are now in danger."

Stature: It was those social programs that gave Nyerere his immense stature in the Third World. His boldest action came in 1974 and 1975 when he moved 11 million peasants into 8,300 *ujamaa* villages, or agricultural collectives, and although that often meant forcibly uprooting people from their ancestral homes, the gains in social welfare were enormous. Today 40 percent of the villagers have clean tap water, and 35 percent are served by medical clinics. Since independence in 1960, the nation's primary-school enrollment has jumped from 25 percent of the child population to 95 percent, and life expectancy has increased by a decade to the current 51 years. Progress on such a scale was unheard of in Africa, yet the strains that it placed on the Tanzanian economy were overwhelming. "What's the use of all those schools if there are no books, or the clinics if there are no drugs?" asks a local economist. "The government's economic policies are destroying everything Nyerere has achieved in the last twenty years."

Nyerere attributes his nation's economic crisis to factors beyond his control. Since the oil-price increases of 1974, Tanzania's oil bill has shot up from 10 percent to 60 percent of its export earnings even as the prices of its chief exports have plunged on world markets. "Tanzania had to sell 38 tons of sisal or 7 tons of cotton to buy a 7-ton truck in 1972," Nyerere recalls. "In 1980 that truck required 134 tons of sisal or 28 tons of cotton." Over the past decade, the country has suffered from a series of droughts and floods that cut deeply into agricultural output—and the war to topple Ugandan dictator Idi Amin cost Tanzania $500 million in sorely needed currency reserves. "These external factors account for at least 50 percent of Tanzania's current economic problems," says a European ambassador; nevertheless, adds a colleague, "[the Tanzanians] helped to bring the disaster on themselves."

The most fundamental problem is an ideological rigidity and crushing bureaucracy that have turned many of Tanzania's most ambitious economic programs into parodies of what was originally intended. According to one government report, only 2 percent of the land in each ujamaa village is farmed collectively. But yields have also dropped disastrously on private plots. French agronomist René Dumont has identified what he believes is a key reason: because peasants are forced to live in the central ujamaa village rather than on their own farmsteads, they must often walk miles to reach the fields. One woman complained to Dumont that she had to make 40 10-mile trips just to bring her harvest back to the village.

Plantation workers gathering tea: A harvest of inefficiency

Bernard Pierre Wolff—UNICEF

Unpaid: Another problem is the inefficiency of the nearly 400 government trading companies that have come to dominate almost every aspect of everyday economic life. Their work forces are so bloated, and their management so poor that they can afford to pay producers only the very lowest prices. On occasion coffee farmers have not been paid for two years, and once when cotton producers were not paid, they were unable to buy seed for the next year's crop. Many farmers now grow only enough to feed their own families, and parts of the country have slipped back into a basic barter economy. By some estimates, coffee growers smuggle up to 30 percent of their crop into neighboring Kenya, where they receive as much as six times the official Tanzanian price.

Under pressure from international lending agencies, Nyerere has agreed to relax some of his more destructive policies, ordering, for example, that state purchasing agents increase the prices paid to farmers and eliminating an export tax on agricultural products. Ultimately, however, Tanzania seems to be looking to the rich nations to bail it out of its misery. If so, it may have a long time to wait. The United States will probably slash its $32 million in aid money in half, and even Tanzania's allies in the Nordic countries are beginning to have second thoughts. "Maybe we encouraged this mess in the first place by giving all this aid and not asking hard questions at the time," says a Scandinavian official. When he appears at the Cancún summit, Nyerere will argue eloquently for increased transfers from the rich to the poor. But the case of his own country may argue just as eloquently for a more hard-nosed approach to Third World development.

HARRY ANDERSON with RAY WILKINSON in Dar es Salaam

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INTERNATIONAL

Seth Mydans—Newsweek

The sparkling skyline of Abidjan: An effort at 'revolution' without the 'r'

IVORY COAST

African Success Story

When she arrived in Abidjan, the palm-fringed capital of the Ivory Coast, the young American woman could hardly conceal her astonishment. "This is Africa?" she asked. "The street lights work; there are good roads, no potholes—and those skyscrapers!"

With its neatly cultivated plantations, its electrified villages and its efficient and stable government, the Ivory Coast is certainly not the Africa of its impoverished neighbors: Mali, Guinea, Liberia and Upper Volta. Its export performance outstrips that of Nigeria or Zaïre, which embarked upon political independence with much larger markets, and its domestic industry is far superior to that of Ghana or Zambia, which are more richly endowed with natural resources. Unlike those countries, the Ivory Coast has been able to sustain 21 years of carefully planned economic growth that has made the former French colony one of the richest nations in Black Africa. It also has become a model of the kind of development that the Reagan Administration hopes to foster throughout the Third World.

Wealth: In just two decades the Ivory Coast has tripled its agricultural exports. Per capita economic growth has raced ahead at a rate of more than 7 percent a year, and the government has ensured that the new wealth is fairly evenly distributed. A liberal investment code has attracted large amounts of foreign capital, allowing industry to flourish along with agriculture. As prosperity has spread, it has created a general sense of well-being among the people. "Odd as it is in the Third World, they've never known anything but political stability," says one European diplomat. "And that is their expectation for the future."

Behind the economic miracle is the benevolently autocratic—and highly respected—rule of President Félix Houphouet-Boigny. "The word 'revolution' has one 'r' too many," he once remarked, and since the beginning of his Presidency in 1960 he has stressed gradual change. His first task was to develop the agricultural sector, a task he accomplished by setting attractive domestic prices for farm products and sticking to those prices regardless of the fluctuations of the international markets. The result was a rapid growth of small farms—and steadily mounting agricultural exports. Meanwhile, the government's export profits were plowed back into a highway system that allowed farmers to bring even bigger crops to market.

At the same time, Houphouet-Boigny has maintained a healthy respect for foreign ideas—and foreign money. There are more Frenchmen in the Ivory Coast today than there were at the time of independence, and their influence is so great that the Ministry of Planning is occasionally referred to as the "Ministry of Whites." But there is little bitterness in the joke, because along with the French has come plenty of French investment. A steady inflow of private money has allowed the Ivory Coast to get by with remarkably little foreign aid. "The Reaganites can be very happy with the Ivory Coast," says one local economist.

Nonetheless, the Ivory Coast is currently facing a difficult period of adjustment. In the late 1970s the government borrowed heavily to finance further development projects—and now, just as the debts are coming due, the prices of Ivory Coast exports have fallen sharply. With debt service gobbling up 30 percent of the nation's foreign earnings, the government has had to cut deeply into domestic spending. In the inevitable *conjoncture*, or recession, the urban middle class has begun to feel the country's first small taste of unemployment. "What we have is a financial crunch, a real slowdown," says one French economist. "All I can say is that it's nice that they've found oil."

Windfall: No one can say how much oil lies in the coastal waters, but the best guess is that the Ivory Coast will be self-sufficient in oil by mid-decade and will become a net exporter after that. Still, Abidjan does not seem to be counting on any sudden windfall to cope with its problems. Bankers are encouraged that the government is sticking with its austerity plan rather than borrowing against anticipated oil revenues. Houphouet-Boigny avoids talking about oil when discussing his country's future. All that he will say is that it is lucky that oil was not discovered sooner; otherwise the Ivory Coast might not have had as much incentive to develop its agriculture.

With its network of roads and communications, there is an excellent chance the Ivory Coast will be able to use its new oil revenues to develop new export industries. Even without that bonanza, continued progress seems inevitable. The country may face a difficult time as it adjusts to earlier overspending, but the essentials of growth are there. The key assets, says one Western aid official, are "a combination of honest government, an open economy, rational prices and a willingness to accept foreign advisers and foreign help." Those are exactly the virtues that Ronald Reagan will be preaching in Cancún, and if the Ivory Coast is any indication, they are just what is needed to make Third World development work.

HARRY ANDERSON with SETH MYDANS in Abidjan

Loading coffee: A model of Reaganomics for the Third World

Tessore—Photo Trends

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Global 2000: A Grim Look at the Future

Global 2000 was a major study on the future of America and the world, produced by the Carter Administration in 1980. Experts in many fields were asked to study current trends in important areas such as population growth, food production, and environmental pollution. They then projected these trends to the year 2000-- less than 20 years away.

Note: There is an important difference between a prediction and a projection. In a projection, current trends are simply extended into the future. A prediction tries to take into account all the things that might change a trend and then estimates what the outcome will be.

Here are some of the conclusions reached by Global 2000. As you read, decide on your response and record it on the Reaction Sheet (Worksheet B-1B)

"Unless," the report warned, "the nations of the world act decisively to alter current trends," the following will happen by the year 2000:

1. World population will climb from about 4.5 billion to 6.5 billion; 90 percent of that growth will take place in the world's poorest countries.
2. Income per person will rise. So will literacy and life expectancy. But because there will be greater numbers, there will be more who are illiterate and more living in poverty than ever before.
3. The real price of food will double.
4. Demand for fresh water--for industry as well as for people--will double.
5. Most forests in the developing world will disappear. Shortages of firewood will cause severe suffering for 25 percent of the world's people.
6. The growth of deserts (desertification) will lead to soil erosion, causing floods, famine, and migrations.
7. Because of human activity, about 20 percent of all plant and animal species will become extinct.
8. A growing number of people will be affected by such environmental hazards as acid rain, air and water pollution, radioactivity, and improper disposal of solid wastes and chemicals.
9. Destruction of the ozone layer will greatly increase cases of skin cancer.
10. Sub-Saharan Africa--where the population will double between 1975 and 2000--faces the most serious food crisis.

General conclusion: "If present trends continue, the world in 2000 will be more crowded, more polluted, less stable ecologically, and more vulnerable to disruption than the world we live in now."

Ideas and quotations from Council on Environmental Quality and U.S. Department of State, *A Summary Report*, Vol. I of *Global 2000: Report to the President* (Washington, D.C.: GPO, 1981).

Global 2000: Reaction Sheet

Directions: Use the chart to record your responses to each of the ten conclusions from Global 2000. Decide the extent to which you agree or disagree with each conclusion and check (✓) the appropriate line. Try to remember the reasons for your reaction.

For Parts B and C, project yourself to the year 2000. Assume that each of the ten results foreseen in Global 2000 actually happened. How will each result, or efforts to solve it, affect your community and you?

A. Global 2000 Reactions

It sounds impossible.	Maybe, but not likely	Toss-up, Uncertain	Experts can't be all wrong.	Seems very likely
1. _____	1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____	5. _____
6. _____	6. _____	6. _____	6. _____	6. _____
7. _____	7. _____	7. _____	7. _____	7. _____
8. _____	8. _____	8. _____	8. _____	8. _____
9. _____	9. _____	9. _____	9. _____	9. _____
10. _____.	10. _____	10. _____	10. _____	10. _____

B. Effect on the quality of life in your community

Little or no connection	Some impact but not on me	I can't tell.	Some impact, but not too important	A great deal of influence
1. _____	1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____	5. _____
6. _____	6. _____	6. _____	6. _____	6. _____
7. _____	7. _____	7. _____	7. _____	7. _____
8. _____	8. _____	8. _____	8. _____	8. _____
9. _____	9. _____	9. _____	9. _____	9. _____
10. _____	10. _____	10. _____	10. _____	10. _____

C. Impact on your own life

Very little or none	Some, not much	Can't tell	Quite a bit	A great deal
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.
6.	6.	6.	6.	6.
7.	7.	7.	7.	7.
8.	8.	8.	8.	8.
9.	9.	9.	9.	9.
10.	10.	10.	10.	10.

What Can Change the Trends?

What will influence the trends described in Global 2000? Are the projections coming true, or are people or governments doing things to improve each situation? Are there any ways in which we are making the situation worse?

READING A: "FARMING FACTS: SMALL IS BEST"

In the crowded lands of Southeast Asia, agricultural experts have found that the most efficient farms are those owned and operated by a single farm family. Efforts by the Communist government in Vietnam to introduce large-scale farms have failed miserably.

The same results have been found throughout the world. The size of the most efficient farm varies, depending on how much land the farmer can till with the equipment he has. Thus, an ideal farm in Bangladesh is five acres. In the United States, the best size Corn Belt is 639 acres, even more in the Wheat Belt. American grain farmers, of course, are aided by thousands of dollars worth of high-technology equipment.

Private ownership seems to be just as important. Former Secretary of Agriculture Orville L. Freeman says that when farm families have a stake in the land, they will outproduce any other system. This "incentive cannot be duplicated," he states.

The United States government, however, follows a policy that works against the family-sized farm. Large agricultural corporations now receive the largest share of farm program benefits. The largest 7 percent of the farms control 30 percent of all farm assets and receive more than 25 percent of all government farm payments. These "agri-businesses" also receive larger tax benefits than smaller farms.

Experts say this trend is picking up speed. More and more owners of family farms find they can't make ends meet and sell out to the giant farms. Some farmers are forced to rent land; in fact 40 percent of all farmlands are not worked by the owner. Former President Carter expressed the fear that the United States was becoming a nation of tenant farmers.

In a strange twist, countries that have long used large-scale farms are discovering the value of private initiative. On the huge collective farms and state farms of the Soviet Union, production has long been a problem. The Communist regime has allowed farm workers to keep small plots for their own use. These plots make up less than 2 percent of all Soviet farmland, yet on this 2 percent the farmers grow roughly half of the nations's meat, poultry, eggs, vegetables, and fruit.

China, too, has turned about 8 percent of the land over to private plots. An expert in Chinese agriculture predicts that "food production could really soar."

Information from Ann Crittenden, "Smaller Is Better and Private Best for Farming," *The New York Times* March 21, 1982, and from a special report on Communist economies in *U.S. News and World Report*, February 14, 1982.

Great potential is also seen in India, where the wealthy still own 75 percent of the land--a major reason for India's poverty. If the land could be turned over to the people, India could become one of the world's greatest food producers.

READING B: "THE CHEMICAL PROBLEM"

One of the new chemical compounds that causes great public concern in the United States is PBB (polybrominated biphenyl). It first captured headlines in the mid-1970s when farmers in Michigan reported a strange new disease among their dairy herds. Veterinarians could find no cause. Then tests revealed that one batch of cattle feed produced by a farm agency had been contaminated with PBBs.

The incident forced the slaughter of farm animals. Over a two-year period, 32,000 cows were destroyed along with 6,000 pigs and 1.5 million chickens. State officials tried to reassure the people of Michigan that there was no direct danger to human health.

The PBB case helped illustrate how little was known about chemical dangers, including the use of chemical pesticides and fertilizers. Chemicals used on crops enter the food chain in a variety of ways--they are eaten by insects, birds, animals, and humans and leak into our water systems. Each year hundreds of new compounds are developed and put into use. The volume of pesticides used in American farming increases as much as 17.4 percent every year.

A three-year study by the National Academy of Sciences adds a complicating factor: Pesticides are losing their effectiveness. Insects are building up immunities, and the chemicals also kill off the natural enemies of pests. The report urged the use of biological controls (natural enemies) wherever possible. And the report warned of grave consequences if we don't increase our knowledge:

> "We believe the state of Federal knowledge in this critical area is highly inadequate. The pest control enterprise places a billion pounds of toxic materials into the environment each year, but it is "normal" for each of us to have only the vaguest idea of how much of each compound was used and where, and even then only after half a decade's lag."

Based on information from *The New York Times*, November 20, 1975, February 6, 1976, and May 8, 1979; *San Francisco Chronicle*, September 13, 1975; *San Francisco Examiner*, December 22, 1975; and *The Smithsonian*, May, 1980.

READING C: "MIDDLE EAST SURVEY"

Ankara, Turkey, July 12, 1981. the Turkish word for shantytown is gacekondu, which means "built overnight." The newcomers who build these hasty shelters are squatters--people who did not buy the land and have no legal claim to it. Nearly half the people in Ankara are squatters. The government could mobilize all its forces to drive out some, but the eviction of half a million people would be impossible.

Shantytowns are common in every city throughout the Arab nations of the Middle East and North Africa.. People flock to the cities mostly from rural farm villages. Because of the steady growth of population, more and more find they can't make a living by farming--there simply is not enough farmland.

So they move to the cities hoping to find work, but they quickly discover that jobs are hard to find. One squatter in Tunis said: "My father was a farmer. I would be one too if there was land to farm. I have looked for work for over a year. But I have no trade. Only those with skills get the jobs."

Most of the squatters lack industrial skills. But they come anyway and in such numbers that government services cannot keep up. The government lacks the money needed for public housing. So people put together shacks with whatever materials they can find. In parts of Cairo, Egypt, there is no more room for squatters' shacks and thousands of people now live on the rooftops.

Water presents one of the most serious problems for cities throughout the region. There are not enough sewers and there is not enough drinking water. Diseases spread by impure water or inadequate sewage disposal are major sources of death and general physical weakness.

Over the past decade, however, a new spirit of self-help has gained strength in the squatters' sections. People now help each other. Those who have been in the city the longest aid the newcomers. In many places they have built their own sewers and rigged up water supply systems.

Self-help also extends to jobs. The position of doorkeeper at a hotel may be held by four people. At office buildings, groups of people may wait for errands or odd jobs. The wait is orderly because they have already decided who gets the next task. No one makes enough money from these shared jobs, but each job goes a little farther.

The governments of the region have begun to work with the squatters' groups. And government officials continue to hope that the development of industry will create more jobs. Without a major change, the future of the squatters' settlements remains uncertain.

Based on information in David C. King and Larry E. Condon, *The Middle East and North Africa* (Reading, Mass.: Addison-Wesley Publishing Co., 1979), p. 134 ff.

Subtheme B *Impact of Environmental Choices* **Worksheet B-2 (continued)**

EXERCISE

After you have heard the class reports on each reading, complete the chart below. In column I, write the problem discussed in each reading; in column II, write the solution attempted; in column III, write your opinion of each solution, explaining your reasons for approving or disapproving of what is being done.

	I PROBLEM(S)	II SOLUTION(S) Was anything attempted? If so, what?	III EVALUATION If a solution was attempted, evaluate it. If it wasn't, suggest a solution.
READING A			
READING B			
READING C			

The Problem with Projections

It's easy enough to look at a current trend and stretch it into the future. For example, if you have $100 in a savings account earning 7 1/2 percent interest, your pocket calculator should help you apply a simple formula to project how much you will have in ten years.

The problem with such projections is that they leave out other variables--things that can interfere with the projection. With your savings account, inflation might make your real savings at the end of ten years worth even less than the $100 original. The interest rate may change or you may find that you need all or part of the money well before the ten years are up.

Here are examples of projections made in the 1800s that did not work out. What was wrong with these projections?

1. In the mid-1850s, a number of scholars warned that the cities of Europe and America would be plunged into darkness. The reason: The world would run out of whale oil for lamps.

2. In 1864, British economist William Stanley Jevons predicted that economic growth would soon come to a halt in Great Britain. There would not be enough coal left to fuel British industry.

3. Another economist said in the 1880s that the city of London could grow no larger in the coming century--there would be no way to get rid of all the horse manure.

Statistics and Projections

Directions: Complete the statements that follow this chart. Then analyze the chart in terms of the Global 2000 conclusions.

Vital Statistics for Selected Countries

Country	Population 1960	Population 1970	Population 2000 (projected)	Children age 0-14 (1960)	Children age 0-14 (2000)	Annual Per Capita Income (in US $)	Economic Growth Rate 1970s
China	646,060,000	757,335,000	1,147,987,000	238 mil.	290 mil.	383	4.5 %
United States	180,667,000	204,880,000	264,430,000	56 mil.	59 mil.	7,118	2.0 %
Brazil	69,797,000	93,387,000	212,507,000	30 mil.	79 mil.	1,028	6.7 %
Japan	94,092,000	104,340,000	139,929,000	28 mil.	26 mil.	3,794	3.6 %
Nigeria	51,598,000	66,174,000	134,924,000	23 mil.	62 mil.	341	4.4 %
Soviet Union	214,329,000	242,757,000	315,027,000	65 mil.	74 mil.	2,553	4.4 %
Great Britain	52,372,000	55,240,000	62,794,000	12 mil.	14 mil.	3,783	1.6 %
India	434,850,000	547,569,000	1,059,429,000	177 mil.	369 mil.	141	1.1 %
Egypt	25,832,000	33,329,000	64,588,000	10 mil.	22 mil.	256	5.2 %
Ethiopia	20,004,000	24,630,000	53,665,000	8 mil.	24 mil.	98	0.2 %
South Africa	16,450,000	22,470,000	49,951,000	6 mil.	20 mil.	1,267	1.1 %

Information from World Bank, Washington, D.C.

EXERCISE

1. The country for which the highest population is projected in the year 2000 is_____.
2. The statistics in the column labeled "Population 2000" are based on the statistics in the columns labeled_____and_____.
3. During the 1970s, the country with the highest per-person income was _____, but the country with the highest economic growth rate was_____.
4. The country which is projected to have the sharpest population increase by the year 2000 is_____.
5. Something else that all the countries with annual economic growth below 1.5 percent have in common is_____.

Are We Making the Right Choices?

DIRECTIONS: Complete the chart below for the case study you were assigned. Write as much information in your answers as you can.

CASE #	
1. What is the issue?	
2. Where has the issue developed?	
3. What decision has been made or is favored?	
4. Who has made or will make the decision? (government, an individual, a group?)	
5. What other choices are available?	
6. What are the benefits of the decision made?	
7. What are the drawbacks of the decision made?	
8. What impact will the decision have on you?	
9. What other choice would be better? Why?	

Are We Making the Right Choices?

CASE 1: AIR POLLUTION AND HARVESTS*

A decision: In 1982, the U.S. government continued its policy of seeking to lower the nations's clean air standards. The argument was that the cost of reducing air pollution was too great for industry to manage. A little more air pollution was the price we would have to pay for a growing economy.

A side effect: One source of air pollution is hydrocarbons from burning fossil fuels. When these mix with the sun's radiation, ozone is created. In the outer atmosphere, the earth's ozone layer protects us from the sun's radiation. But ozone at lower levels is a harmful pollutant.

Scientists measured the impact of just that one pollutant on the harvests of America's farms. 1978 was the test year. The crops measured were corn, wheat, soybeans, and peanuts. Here is how much ozone cost American farmers that year:

CHART 1

Crop Losses From Ozone--1978 (in millions of $)

1.	Illinois - $443	6.	Minnesota - $159
2.	Iowa - 374	7.	Ohio - 157
3.	Indiana - 218	8.	N. Carolina - 121
4.	Missouri - 214	9.	Georgia - 118
5.	Arkansas - 163	10.	Kansas - 112

CHART 2

Air Pollution Crop Losses
(Annual U.S. Total)

	Yield Reductions (Million bu.)	Acreage Equivalents (Million bu.)
Corn	230	2.0
Wheat	126	2.3
Soybeans	302	6.8
Peanuts	1037 M lb.	0.4

*Acres required to produce equivalent of lost yields. Based on 1978 USDA average yields for irrigated crops.

Based on information in "Farmland," *The American Farmland Trust, Vol. 2, No. 2 (March, 1982).*

CASE 2: WATER FOR A DESERT NATION

The Scene: The airport at Jiddah, Saudi Arabia

The characters: Frank Baker, an American desalinization expert
Khalid, a Saudi government official

BAKER: It's so good to see you, Khalid! You I recognized. But from the plane I couldn't believe how Jiddah has changed.

KHALID: (Smiling with pride) The little town has grown up. We even have modern skyscrapers now. Do you remember the village of Dammam on the coast?

BAKER: Of course. That's that wonderful place where fresh water springs bubble right up from the floor of the Persian Gulf.

KHALID: That used to be enough for our fresh water needs. But now we need more and more. There are more people and more business — both need water.

BAKER: But you have been building desalinization plants. And you're right on the Persian Gulf. That's a perfect combination.

KHALID: It should be wonderful, but there are problems. That's why I asked for you to come.

BAKER: What kind of problems?

KHALID: We use the usual system: Boil the water and make steam. The steam becomes fresh water and the salt is thrown away. We even hope to use the steam for electricity.

BAKER: (suddenly) Now I see: Too many plants create too much hot water.

KHALID: (nodding sadly) You said once that a single desalinization plant could raise the temperature of the whole Persian Gulf. Is that still true?

BAKER: I'm afraid it is. And if you start more plants you can destroy fish and plant life in the Gulf.

KHALID: Is there anything that can be done?

BAKER: Technology has no answer for this one. If you can spend enough on research, maybe a solution can be found.

KHALID: We have no choice. We have money from our oil. Perhaps it will be needed to bring water to a thirsty land.

BAKER: And what will you do until then?

KHALID: The government intends to operate the plants and risk the dangers to the Gulf. They say we must have water now.

CASE 3: SAVING TREES, LOSING JOBS*

In 1975, a California court ruled that no lumbering operations would be allowed until "environmental impact studies" were completed. The purpose was to stop the destruction of California's forests, especially the famous redwoods. Within a few days 80 percent of the lumbering industry was closed down. Here is a newspaper report of one reaction to the decision.

SACRAMENTO, Feb. 4—More than 1,000 unemployed loggers demonstrated on the Capitol steps yesterday, demanding government help to get their jobs back.

The lumberjacks, some dressed in bib overalls and checkered wool shirts, clapped and chanted for Governor Brown. But the new governor was in Los Angeles which angered the loggers even more.

Both the Sierra Club and Claire Dedrick, Brown's resources secretary . . . were derided in placards carried by the loggers.

Other placards read "My kids can't eat environmental impact statements."

Excerpt from *San Francisco Examiner*, February 4, 1975.

CASE 4: LEADEN MINDS, LEADEN HEARTS

Medical science is still uncovering evidence of countless ways environmental hazards can influence people's health. It is only within the past decade, for example, that we became aware of how dangerous chemical dumping can be. We lived in ignorance of the danger until then. This newspaper editorial attacks the Reagan Administration for allowing refineries to add more lead to gasoline.

LEADEN MINDS, LEADEN HEARTS

We carry in our bodies 100 times more lead than did our pre-metalworking ancestors. The health cost of this burden appears increasingly serious; preschool children are particulary at risk, and recent research strongly indicates, though it cannot yet prove, that even the minutest quantities of lead can cause subtle forms of mental damage from which children may never recover.

Sustained Federal efforts over the last decade have reduced the lead in food and household paint, and limited the amount that may be added as an anti-knocking agent to gasoline. But the Reagan Administration is now seriously proposing to let refiners use more lead, a step that would inevitably add to the lead burden carried by the nation's children...

Beyond that, the Administrator of the Environmental Protection Agency, Anne Gorsuch, has already prejudged the issue of hearings held last week on the proposal. She has privately promised a small refiner, the Thriftway company of New Mexico, that it may add more than the legal amount of lead to its gas without fear of prosecution.

As sales of leaded gas have steadily dropped, there has been a strikingly parallel decrease in the blood lead burden of the population. But the hazard has far from vanished: a recent survey found that 4 percent of all preschool children, and an astonishing 19 percent of black children from poor families, have blood lead levels above the current Federal threshold for lead poisoning...

Some administrations would have acted gently against these threats. Mr. Reagan's has instead proposed to raise or even abolish the limit on the amount of lead that refiners may add to gasoline. Small refiners, who do not have to meet the limit until October, want the limit postponed or repealed.

Large refiners have already made the investment necessary to meet the limit. Repealing it, according to E.P.A. estimates, will save them one tenth of a cent per gallon. The manufacturers concede that abolishing the limit would raise the amount of lead in children's blood - but not enough to cause any adverse health effects.

What they mean is, not enough to cause any provable damage to health. But what civilized government would want to take the risk of deadening its children's minds, even for a far greater gain than is at stake here?

Editorial, *New York Times*, April 18, 1982.

CASE 5: THE METHANOL MAN*

Chuck Stone, a former aerospace engineer who is now designing cars that can run on fuels other than gasoline, believes the nation's energy future lies in the likes of the charred ruins of Mount St. Helens rather than in the country's diminishing oil wells.

"The bottom line is that there isn't [any oil] left in this country," says Stone. "The space ship is running dry. The issue is ***when***."

Timber destroyed by volcano, fire or blight can be recycled and converted to methanol, a fuel that has the potential to be cheaper than gasoline and is virtually non-polluting, says Stone. Methanol, commonly called wood alcohol, is a fuel made from wood, garbage and other waste materials.

Stone's commitment to making methanol marketable in a society dependent on oil has earned him the nickname, "The Methanol Man."

Stone has done a lot more than just tilt at oil wells. In 1979 he founded Future Fuels of America, a Sacramento, California-based company that converts cars from gasoline-power to methanol-power. Moreover, he sells methanol fuel at three service stations he owns in California. He also sells a fuel that is a blend of unleaded gasoline and methanol, which can be used in any car. Stone has converted 350 cars; the price of conversion ranges from $600 to $2,500.

Among the company's customers are the Bank of America, the *San Francisco Chronicle* and Pacific Gas and Electric. Stone's company recently converted a Corvette for actor Charlton Heston.

Replacing oil with methanol as our major fuel source might not be the definitive answer to the world's energy crisis, but Chuck Stone's efforts have made consumers, industries and businesses look seriously at methanol's potential as an alternative to oil.

Excerpted from Patricia Theiler, "The Methanol Man Is Fighting for Tomorrow's Fuels," *Common Cause*, February, 1982, p. 33.

CASE 6: ENERGY CHOICES IN TWO COUNTRIES*

Like the United States, Sweden and West Germany are industrialized nations. In both these European countries, energy use per person is only about half as high as in the United States. Here are some reasons for their lower energy consumption.

West Germany

1. Heating homes is about ½ that of the U.S. Reasons: houses are generally smaller; some rooms, like bedrooms are not heated constantly; insulation is better.
2. Electricity: heat is stored in a brick oven at night to take advantage of lower night rates. In the morning, the electricity is turned off and the bricks heat the room.
3. Coils placed above hot water faucets heat the amount of water needed. Hot water heaters are not running constantly at full capacity.
4. There are fewer air conditioners; refrigerators are smaller and used only for essentials.
5. Cars are smaller and more efficient, with greater use of railroads for transporting people and freight.

Sweden

1. A tax on gasoline of 60¢ per gallon discourages automobile use—75 percent of workers use public transportation for commuting.
2. Meat consumption is ½ that of the U.S. Other protein foods require less energy to produce.
3. A higher percentage of Swedes than Americans have vacation cottages. Consequently, they tend to travel less.
4. The government supports railroad and bus systems, making fares lower and encouraging use.
5. Excess heat from power generating plants is used for heating homes and offices.
6. Industry conserves power. The paper industry, for example, uses wastes for fuel, and reduces its power needs per unit to 60 percent of that required by American companies.

Adapted from David C. King and Cathryn J. Long, *Shaping the Environment,* Intercom 83 (New York: Global Perspectives in Education, Inc., 1976), p. 27 ff. Data from the Stanford Research Institute and the U.S. Energy and Resources Group.

Subtheme B *Impact of Environmental Choices*
EXERCISE

Worksheet B-4B (continued)

You have been visiting Sweden and West Germany. Write a letter to a friend (1) describing energy use in both countries, and (2) explaining how we in the United States might adopt any three practices. Use the format below.

Hotel Edelweiss
Hamburg, West Germany
_____,19--

Dear_____,

I have been enjoying my travels through Sweden and West Germany. One of the aspects of life in these countries that most interests me is energy conservation. For example, in Sweden_____

_____

_____

_____

The West Germans conserve energy by_____

_____

_____

_____

I really think that we in the United States could benefit by adopting some of the Swedish and West German energy conservation practices. For example, we could_____

_____. This would help Americans by_____

We might also_____.

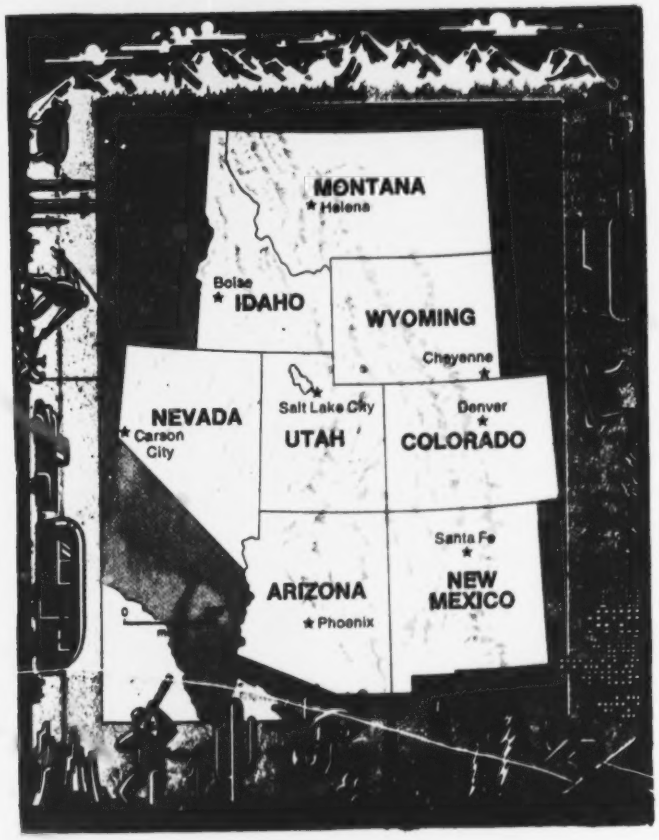
This practice would benefit us by_____

Finally, we Americans would greatly benefit by_____

_____because_____

_____. Yours Truly_____

A Simulation: the Last Frontier in the West?



Map by Paul J. Pugilese and Gerard Huerata, *Time*, December 15, 1980, p. 28.

The Setting

The eight states of the Rocky Mountain Region cover more land area than all of Western Europe. And yet the total population is only about 10 million - roughly the same as New York City and its suburbs. Much of the land is almost untouched wilderness, with no sign of human activity for miles.

This region, however, holds a fabulous treasure of mineral wealth which the nation badly needs. There is oil (more than in Alaska) and natural gas. Half the nation's coal reserves are here - enough to supply U.S. energy needs for 200 years. There is also shale oil - fossil fuel embedded in limestone. Techniques for turning shale oil into oil are being perfected.

The energy boom has brought a rush of new settlers to the Rocky Mountain states. Other businesses are also moving here because of the sunny climate and low cost of living. Electronics industries are especially important.

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Decision-Making

1) Should the resources of the region be developed at full speed - even though the wilderness may be destroyed?
2) Should wilderness areas be preserved as part of our national heritage - a resource that cannot be replaced?
3) Should the matter be decided by the federal government or be left up to the people of the states and localities involved?

Over the next few years, you will play an important role in what choices are made. The national government still controls about 50 percent of the land area and 80 percent of the mineral resources. The American voters, therefore, will have the final voice in what happens in the West.

Developing Positions

To help you debate the issue, here is a short selection of comments people have made about the issue. Select those that will help strengthen your argument. Check opposition statements to consider how you might respond.

1. A retired rancher:

   "There's a way of life disappearing. We never used to lock our doors. Even that's gone."

2. A Colorado Chamber of Commerce officer:

   "The new mine is great! It will diversify the economy and give jobs to people who really want to work."

3. Colorado Governor Lamm:

   Under federal control, "billions of dollars went out of here, and none of the money remained. Can you blame us for feeling like a colony?"

4. Montana Governor Thomas Judge:

   They want to take our coal and take our water, and what do we have left? A couple of national parks."

5. President Ronald Reagan:

   "I renew my pledge to work for a sagebrush solution ... to insure that the states have an equitable share of public lands and their natural resources."

6. Energy company executive, commenting on strip mining 160 tons of coal out of a hillside every day:

   When the mining is finished ... "We'll just widen the valley some and drop the hills, and the land will just be 40 feet lower."

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7. An environmentalist (Friends of the Earth):

"These (mining) projects are going to happen. The politics has changed from two years ago when we could say no, no, no. That is not going to happen anymore. Now we are interested in moderating the speed of development and preserving the freedom of choice on energy sources for the future."

8. An Episcopal priest reporting on how rapid growth has led to more cases of acute depression and child abuse:

"A lot of the hopes and dreams never materialize. All of the fast-moving frenzy, people living crowded in their neighbors' lives, is more than some can bear."

9. An oil worker:

"Not a lot of us like to be here, but this is where the action is. This is Oil City, U.S.A., and you can put up with a lot."

10. John Schaeffer, President, University of Arizona:

"What counts is the opportunity to be alone, to see the stars, to look through clear, clean air for hundreds of miles. We have lost that in much of the country. If this town (Tuscon) becomes like Los Angeles, what's the point?"

Quotations are from a special report, "Rocky Mountain High," in *Time*, December 15, 1980.

Urban Surprises: City Images—An Experiment

We all have certain mental images of cities in other parts of the world. They come to us from films or movies, from things we have read or heard. Sometimes these stereotypes are accurate. But often they are wrong or negative - we may not be aware of how the city itself is changing.

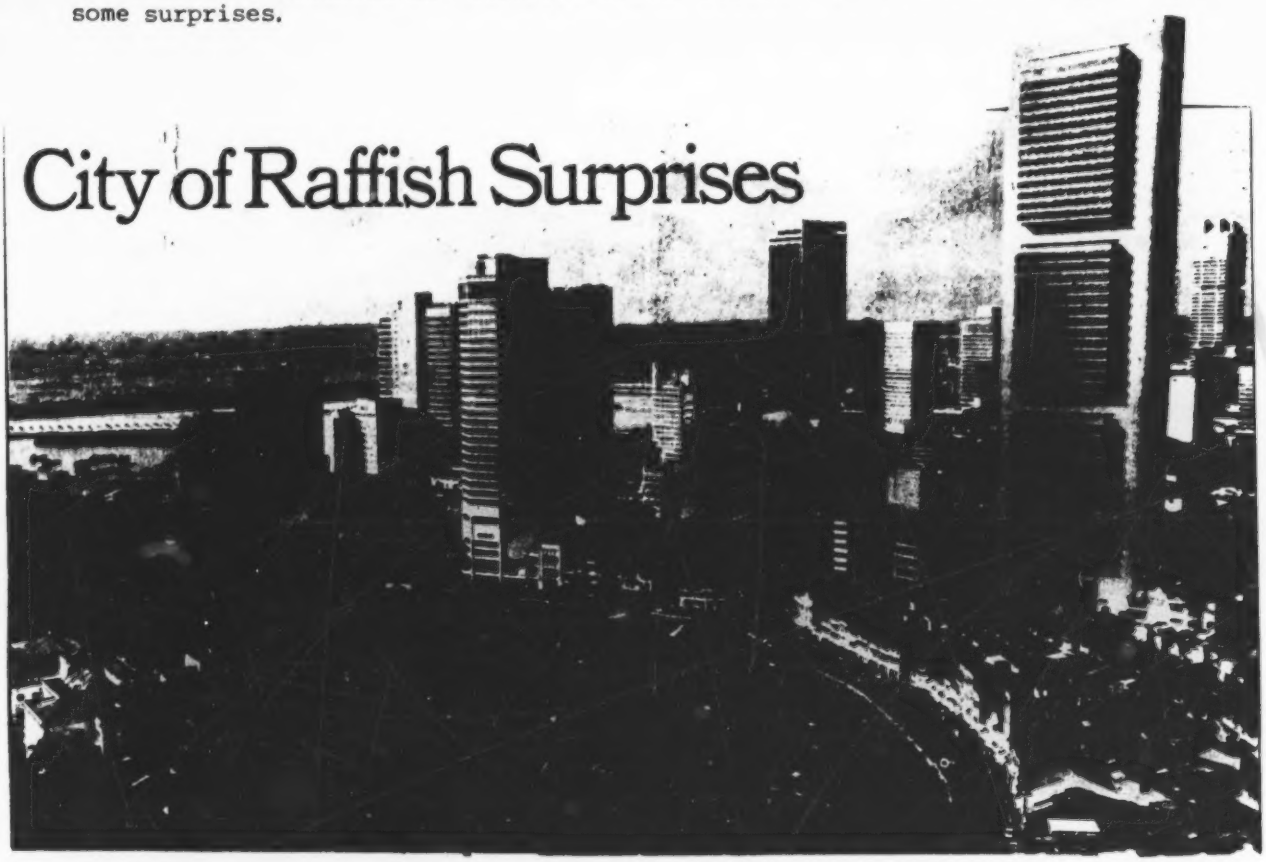
Try this experiment. Think of a city in South America, one in Africa, and one in Asia (but not in Japan). As you think about each one, try to picture what it might look like. Write down the words that come to mind. Don't be afraid to guess - there are no right answers.

A city in . . .

Africa	South America	Asia

Urban Surprises: The Globalization of Cities

The following pictures and descriptions of cities around the world might offer some surprises.



Singapore - an island city-state on the edge of Malaysia, one of the world's crossroads cities. It is also called the "cleanest city in the world." Reporter Thomas Thompson said it is "squeaky clean and safe." Another writer explained: "People do business with a minimum of fuss and a maximum of efficiency. Corruption is punished swiftly and severely." People feel safe walking the streets and the streets now lure millions of tourists every year.

Quotations from "City of Raffish Surprises," *The New York Times*, April 18, 1982; "Singapore Prospering as the Cleanest City in the World," *San Francisco Examiner and Chronicle*, May 30, 1976.

TOKYO

Photo from: David C. King, *Cultures (Level F), American Book Social Studies,* Teacher's Edition (New York: Litton Educational Publishing, Inc., 1979), p. 26. Photo credit: John Verde, Photo Researchers.

EXERCISE

PART I: Place a check (✓) next to the items you actually see in the picture of Tokyo.

____1. animals
____2. busses
____3. automobiles
____4. rickshaw
____5. skyscrapers
____6. birds
____7. trees
____8. smoke
____9. advertisements
____10. sidewalks
____11. traffic light
____12. businesses
____13. clock
____14. people
____15. telephone poles

PART II Check (✓) the statements below that can be reasonably concluded from a study of the picture of Tokyo.

____1. Tokyo is an urban center.
____2. Public transportation can be found in Tokyo.
____3. Tokyo citizens enjoy their work.
____4. People from Tokyo would not find New York City strange.
____5. Japanese and Americans use similar products.
____6. English is spoken in Tokyo.

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Lagos, Nigeria

...The city is suffering growing pains. Over-rapid expansion has wreaked havoc with roads, lights, water and phones. The population, now in the neighborhood of a million and a half, has doubled over the last decade.

From villages throughout the federation, newcomers stream in. A man will move in with his brother or cousin on the outskirts of town. Somehow, he will find work. Soon, he will rent a shack of his own and another cousin comes to join him. Sometimes one of the very few who strike it rich will visit his village in a new car. It is a sweet moment indeed, and it spurs migration that much more.

Foreigners, too, flock here. They come from West Germany to build bridges, from the United States and Britain to drill for oil, and from France to go into banking. They are all here for the same reason, to make money.

The corporate influx has inflated the housing market. Rents are trebling, quadrupling. On a fashionable Ikoyi Island, a house rents for $90,000 a year. A modest two-bedroom apartment downtown is $25,000. The rent on both must be paid five years in advance.

The daily traffic jam is the city's nightmare. It begins at 7 A.M., and at peak periods, like 3 in the afternoon, cars crawl at one mile an hour.

Cab drivers shut off their engines, slump down in their seats and sigh. Street hawkers with electric irons and Bobby Darrin tape cassettes have to keep moving: if they stood still they would be staring at the same car for ten minutes.

BRAZIL

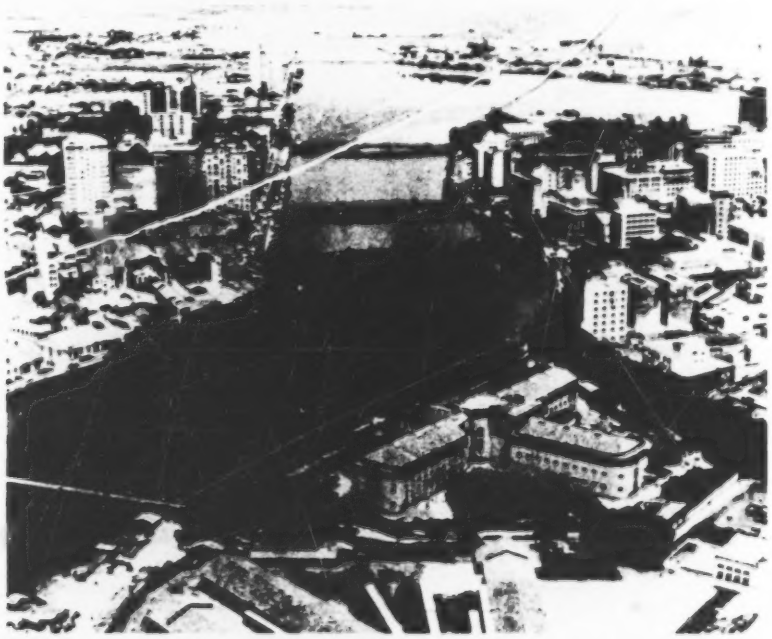

Photo from: Lawrence J. Pauline, *Latin America: History, Culture, People,* 3rd rev. ed. (New York: Globe Book Company, Inc., 1981), p. 150. Photo credit: Varig Airlines.

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CAIRO

Photo from: Harold D. Drummond and James W. Hughes, *A Journey through Many Lands* (Boston: Allyn and Bacon, Inc., 1981), p. 240. Photo credit: Owen Franken/Stock Boston, Inc.

LONDON

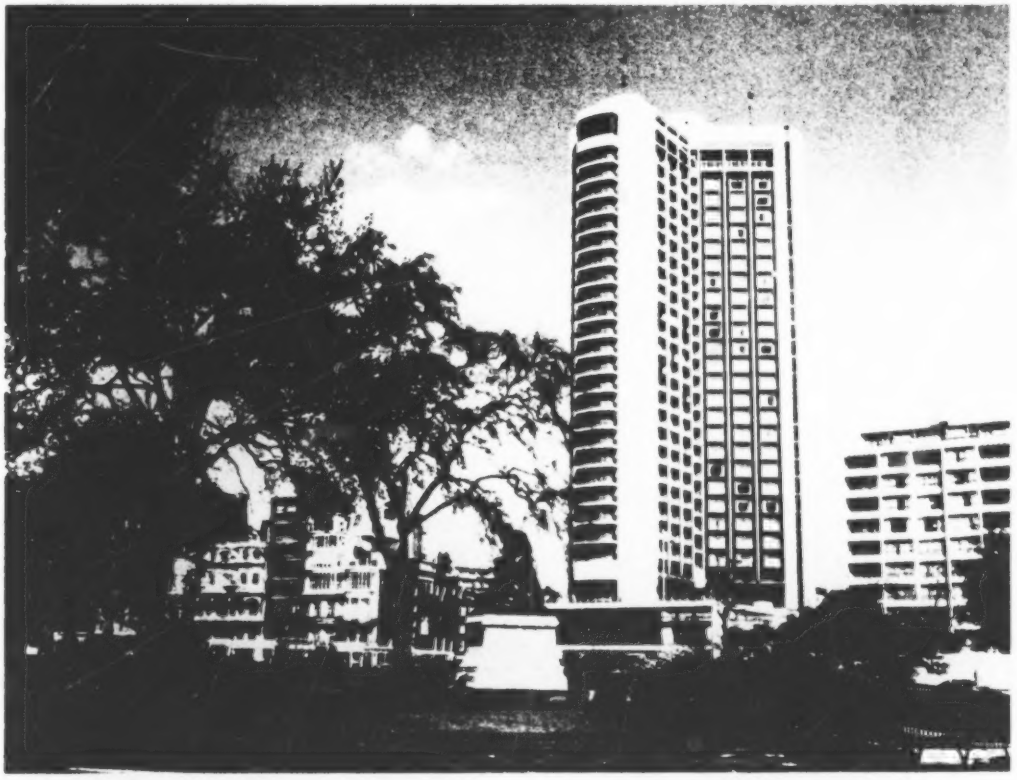

Photo from: Harold D. Drummond and James W. Hughes, *A Journey through Many Lands* (Boston: Allyn and Bacon, Inc., 1981), p. 263. Photo credit: Katherine Young.

Life in a Shantytown

The Setting:

This scene takes place in a shantytown on a hill overlooking the city of Ankara in Turkey. As people move from the countryside into Ankara and other cities like it in many parts of the world, they find that there is no room in the center of the city. So they build their shacks on the outskirts. The slums, therefore, surround the city. That's just the opposite of what happens in the United States, where the poorest regions are in the central city itself.

Characters: Mehmed: a young man, just arrived from the country
Carla: his wife
Suleyman: Mehmed's older brother

Scene I

SULEYMAN: I saved some tin and wood for you. We must start right away.

CARLA: Build a house now? It's almost dark . . .

MEHMED: And we've been traveling for four days from the farm. Can't we rest until morning?

SULEYMAN: (shaking his head and starting to work): By morning, someone would steal all this. Besides, you must have a house by morning.

MEHMED: This is crazy! Who can build a house overnight?

SULEYMAN: Not a real house. Just four walls and a roof. Then the government cannot tear it down. That is the law.

CARLA: Let's start, Mehmed. Suleyman knows the ways of the city.

Scene 2 (Two months have passed.)

MEHMED: (studying the fresh yellow paint decorating their small shanty): I think it is time to plan a real house, made of cinder block like Suleyman's.

CARLA: (laughing): One day on your new job and you are planning a house . . . Tell me again how you got the job.

MEHMED: Every day for two months I went to the warehouses as Suleyman told me to. Every day I stood in long lines to ask for jobs. Nothing.

CARLA: I know that part. Tell me about the truck.

MEHMED: Then yesterday I saw one of the truck drivers have trouble with his pick-up. I offered to try the starter while he worked on the engine.

CARLA: And he just gave you a job?

MEHMED: No, he asked if I ever drove. I said this was the first time but I thought I could learn easily. So now, two days a week I will ride with him. When I really learn to drive, I will share the driving.

CARLA: We must celebrate the good new at supper. Then maybe you can put your mind to two other problems?

MEHMED: What problems? How could we have problems when we have a job?

CARLA: Listen a minute. First, there are rumors that the well is not safe. Sewage may be seeping in. Second, kerosene is so expensive but there is no firewood. Perhaps we could find a way to bring in firewood.

MEHMED: (gazing at the setting sun reflecting off the city): It's funny. There are so many serious problems in the city. And every one of them seems to depend on money.

Written for this publication. Based on information in David C. King and Larry E. Condon, *The Middle East and North Africa* (Reading, mass.: Addison-Wesley Publishing Co., 1979), p. 132.

Solving Urban Problems

READING A: HARBORPLACE

Baltimore, Md. Ten years ago, this section of Baltimore was part of a 250-acre wasteland on the city's waterfront. It was a place of decaying docks and abandoned warehouses.

Now it is known as Harborplace — a colorful array of shops, restaurants, musicians, park-like areas. Music can be heard in every corner, from a classical orchestra performing live to a country and blues singer. Tantalizing smells follow you wherever you walk — fresh bread, pizza, seafood, soul food, and more.

1980 was the first official season for Harborplace. It drew 18 million visitors — more than the best-ever year at Disneyland.

What happened to transform a desolate region of the city into a glittering prize that lures people back from the suburbs?

Harborplace began as the dream of an urban rebuilder named James Rouse. Here and in other cities he hopes to build a magnetizing force that will bring the city together. He feels the inner city can be "a warm and human place, with diversity of choice, full of festival and delight."

Other elements he needed fell into place. The National Aquarium was built nearby, creating more jobs and a major attraction. Major hotels and corporations took a chance on the plan and built in the surrounding area. Mayor William Donald Schaefer proved to have great success in luring money from Washington.

The participation of the people, though, was the key element. One city planner said. "Nothing happens here by itself. People have to make it happen."

Buildings that had once been elegant Victorian row houses were part of the urban decay. The city offered these for sale to "urban pioneers" for one dollar each. In return, the new owner promised "sweat equity" — a full restoration of the house, including plumbing and wiring. Hundreds of people took the offer and began to change the residential streets leading to Harborplace.

Some ethnic and racial groups had feared the changes would benefit only the wealthier white middle class. But committees and block associations were formed to negotiate with the city and with companies. Today, 100 city neighborhoods each hold their own annual festivals. Sixteen ethnic groups hold festivals at Harborplace. And of the 2300 new jobs created, more than 40 percent went to members of minority groups.

Quotation from "He Digs Downtown," *Time*, August 24, 1981, p. 42 ff.

Questions

1. How have each of the following been involved in the rebuilding of Baltimore?

   individuals_____

   groups of people_____

   local government_____

   business_____

   federal government_____

2. Why do you think it would be important to include racial and ethnic minorities in the planning?

3. About 60 percent of Baltimore's population is black. But of the new jobs created, less than 30 percent went to blacks. Is this a case of discrimination? What other reason could explain these statistics?

Subtheme B *Impact of Environmental Choices*

Worksheet B-8 (continued)

B. PHOTO EVIDENCE

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Grand Rapids, Michigan:

Giant sculptures called stabiles are the main attraction of Grand Rapids' renewed downtown. When the buildings were first finished, people found them cold and unfriendly. They said even pigeons wouldn't land on the vast new plaza. Calder sculptures, some weighing more than 40 tons, suddenly turned the plaza into a gathering spot - for people and pigeons.

Questions:

1. Why do you suppose at first the people of Grand Rapids found the new downtown buildings and plaza cold and unfriendly?

2. What serious urban problem did the sculptures go far toward correcting?

3. Do you think that artists have a role to play in making our world cities better places in which to live and work? Explain.

C. CLEANING UP A FAMOUS RIVER

London

The finding of a seahorse in the Thames recently is the biggest news to hit London's majestic river since the invention of the toilet in the nineteenth century. For the seahorse, and the 86 species of fish now found in the "Inner Thames," running 25 miles east from London Bridge towards the sea, it is the happy climax of one of the world's most successful anti-pollution operations.

In 1957 this bit of river was full of sewage, industrial waste, and detergents, but virtually no fish. Only eels, which can come to the top to breathe, survived there.

The cleanup epic is told in a new book, The Thames Transformed: London's River and Its Waterfowl, by ornithologists Jeffry Harrison and Peter Grant.

Being bird-watchers, they are most excited that the river is now attracting a winter population of 10,000 waterfowl and 12,000 waders. In the 1950s only a few mallard ducks and mute swans lived on the Inner Thames, eating grain spilled from warehouse docks.

In the book's foreword, Queen Elizabeth's husband Prince Phillip wrote: "The best part about this whole story is the tremendous encouragement it will give to groups and organizations all over the world who are struggling to save the natural environment from largely unintended destruction."

Londoners have been throwing their garbage in the Thames since pre-Roman times, but only in the nineteenth century did the stuff begin to hang around for a long time, stinking and killing fish.

Then the growing population, increased use of the newly invented toilet, more industrial pollution, and the draining of London's marshlands to build docks all combined to turn the river black with refuse.

Sewage was not treated, but simply pumped into the river, which is tidal to a point above London and full of narrow side-channels below. Effluent was trapped in the channels and washed back and forth by tides, taking weeks or months to reach the sea.

In 1856, "The Year of the Big Stink," the "sweet Thames" of British poets was so putrid that sheets soaked in disinfectants were hung over the windows of Parliament. The government finally began to consider sewage treatment plants.

From then until World War II the history of the Inner Thames relates a contest between increasing sewage plants and increasing sewage, with the sewage slowly winning.

Then during the Battle of Britain many of these plants were knocked out of action by bombs. The German air raids killed the river. It remained lifeless until the early 1960s, when a government committee, after a decade of research, reported on ways to revive it.

None of the committee's suggestions involved scientific wizardry, just an integrated, carefully planned program using available technology.

The 190 sewage works operating around London before the war were consolidated into 12 regional works by 1970. These used the latest filtration equipment, turning liquid waste into almost pure water.

Solid waste was rendered almost sterile and dumped by special ships far out into the estuary.

Industrial pollution, which accounted for 12 percent of the problem as opposed to about 80 percent caused by sewage, was strictly controlled, and new "bio-degradable" detergents helped to ease the detergent buildup.

Questions:

1. What were the causes of pollution in the Thames?

2. For how long was the pollution a serious problem?

3. Was the application of new technology the magic cure? Or were other factors involved, too?

4. If rivers can be made clean again, why don't we clean up more rivers? What other priorities do people say are more important?

From Lloyd Timberlake, "The Sweet Thames," *San Francisco Chronicle*, December 12, 1976. Reprinted with permission Reuter's Ltd.

Subtheme C *Impact of New Technologies* **Worksheet C-1**

The World of Work in the Year 2000

FORECASTS FOR THE WORLD OF WORK IN THE YEAR 2000

DIRECTIONS:

Each statement below describes a possible condition in the year 2000. For each statement, place a check (√) in one of the left-hand columns to show whether you approve or disapprove of the condition.

On the right-hand side, place a check (√) in one of the columns to show whether you think the forecast will happen or will not happen. Be prepared to explain the reasons for your responses.

Approve	Dis-approve	Forecasts	Will Happen	Will Not Happen
		1. Since the population of the United States is increasing more slowly, there will be fewer young people going to work. As a result, people will be able to continue at work until a later age. Retirement at 75 will become common.		
		2. With improvements in medicine and health care, people will live longer. Jobs such as those in nursing homes, health care, and leisure services, which serve older people, will be emphasized.		
		3. Population in some parts of the world will have grown faster than the ability to produce food, and millions will be dying of hunger. Because the United States is the greatest food producing country in the world, it will again become mainly an agricultural country, with the task of feeding the world. Occupations in agriculture will increase dramatically.		
		4. Since levels of air and water pollution are increasing, jobs in the environment-protection field will be plentiful and will hold a high degree of status.		

Approve	Dis-approve	Forecasts	Will Happen	Will Not Happen
		5. Many important non-renewable natural resources, such as petroleum, natural gas, aluminum, copper, lead, and tin, will be almost exhausted. People who have worked in jobs related to these resources will become unemployed.		
		6. Nuclear power will be supplying most of the United States' energy requirements. Jobs in this field, including the security and protection of nuclear power plants, will be plentiful.		
		7. Values will have changed so that Americans no longer judge their personal worth in terms of material possessions and financial success. Workers will be more concerned with the contributions they are making to society.		
		8. Jobs which require physical effort will be eliminated through the use of increasingly sophisticated machines (including robots). This will mean fewer workers employed in factories and more in service industries.		
		9. Workers will change jobs on the average of ten times during their working lives. Since jobs will become out-of-date very quickly, people will have to plan for a series of different jobs during their careers.		
		10. Approximately two-thirds of the jobs that will be available in the year 2000 do not exist today. Since many workers will not have the necessary skills, unemployment will be the nation's biggest problem.		
		11. Oceans will become a primary source of food and minerals. Workers will spend great amounts of time under the water and perhaps live there.		

Subtheme C *Impact of New Technologies* **Worksheet C-1 (continued)**

Approve	Dis-approve	Forecasts	Will Happen	Will Not Happen
		12. Jobs will be readily available on space stations orbiting the earth, or in the fields of space transportation, communication, and weather control.		
		13. Jobs will be created to prevent boredom which will result from increased leisure time.		
		14. Every year workers will be given leaves of absence of from one to four months from their jobs to update their skills and knowledge.		
		15. Seniority will be abandoned as a means toward promotion and advancement. Only those workers who have current skills and knowledge will remain employed.		
		16. Ninety percent of the population in the United States will be living in fifty cities. Many available jobs will be related to problems resulting from urban living, such as crime and transportation.		
		17. Just as there will be a universal metric system of measurement, there will be also a new world-wide business language which all workers will be required to use.		

Reprinted from Rudie W. Tretten et al., *Work in Tomorrow's World* (New York: Global Perspectives in Education, Inc., 1979), p. 46 ff.

The Computer and the Worker

READING A: The Robot Factory

The visitor stood on a catwalk high above the factory floor talking to the technician on duty. The technician was a young man dressed in a white lab coat. He sat at a counter surrounded by dials, buttons, switches, and the flickering images of closed circuit television. He offered the visitor coffee out of a tall thermos.

Below them, familiar factory noises drifted up to their perch -- the hiss of air compressors, the whine of drills, the clang of metal on metal. This much of the scene struck the visitor as almost normal.

Almost, but not completely. In fact, there was an eeriness about the scene that made him feel uncomfortable. Those busy factory noises were rising up out of the darkness. Not one light illuminated the factory floor. Of course the visitor knew the reason, just as he knew that the only car in the vast parking lot belonged to the technician and just as he knew there were no other coffee jugs in the place.

The plant was operating at full speed, but there was only one human being there. The work was being done by robots -- not the robots of science fiction but rather machines that were programmed by microcomputers to complete each task in the assembling of automobiles.

When the technician turned on the lights, the men leaned on the metal railing and watched the activity below. Along one side of the building automobiles passed on a conveyor belt between two rows of large crane-like machines. The bird-like machines stretched their "beaks" forward, as delicate sensors selected exactly the right spot. The beak touched the metal, sending up a shower of sparks and completing a perfect weld.

"Two hundred welds on every car," the technician said. "Forty-eight cars every hour."

Around the room, other machines performed different tasks. Most were equipped with a mechanical "claw" that could be used for a perfect grip on a tool or a part. Breakdowns were rare, the technician said. He pointed to one driller with a broken bit. The machine ejected the broken piece and inserted a new bit in seconds. Another machine picked up a faulty gasket and simply tossed it aside.

Day and night, the same machines continue their tasks. Humans are needed only to monitor the computers, keep the robots supplied with work, and repair them if they do break down.

The Japanese were the first to create these completely automated assembly lines. They did it by making use of the microcomputers developed by Americans, in the mid-1970s. American car manufacturers are now borrowing the idea from Japan. As of 1982, no American auto factory was completely programmed, but all were headed in that direction.

READING B: Changing 45 Million Jobs

Automation of factories and offices will increasingly affect American jobs and jobholders in the coming years. Experts on automation do not expect, all things being equal in our economic growth, that this will increase unemployment. However, they do expect big changes in the nature of work. The importance of current work skills will decrease and new ones will be created. The resulting changes in most places of work will involve a serious reorientation for the workers. Tremendous numbers of workers will have to be retrained by employers. Even the nation's education system will have to switch to preparing future workers for a place in an electronic society.

Although automation is always proceeding at a moderate pace, during the next two decades it will be much more widespread. "Experts estimate that on the order of 45 million existing jobs--45% of all jobs, since there are about 100 million people at work--could be affected by factory and office automation. Much of the impact will occur before the year 2000." The direct cause of this work revolution is the emergence of microprocessors--chip computers a quarter-inch square.

Analysts disagree about the urgency of the situation, but most think that microelectronics will indeed have an important effect on individuals and institutions. Jobs that are least attractive and dangerous are already being given to machines. Automation will replace some workers and give others jobs as equipment baby-sitters. Also brewing are worker-management conflicts that will spread if companies do not specifically protect workers from the new equipment's negative potential. This equipment may harm workers if it keeps track of and judges their performance.

Unions, too, will be faced with additional labor problems even though they will not oppose automation changes. Industrial unions will try to organize white-collar workers in order to make up for expected membership losses in the basic industries.

As noted in a Business Week article, "But another, broader problem is preparing new generations of workers for a life of everyday interaction with computers. A 1980 Education Department survey shows that 25% of public schools have at least one personal computer or computer terminal. But Judah L. Schwartz, a professor of engineering science and education at MIT, argues that most of these are used either as a teaching aid or an overpriced calculator. 'Ideally,' he says, 'required courses would teach students enough to be able to use computers as toolmakers--so that if you run a business, you can design an accounting system that meets your needs.'"

In this same connection, there is the danger that disadvantaged children, without exposure to computers, will be even more unlikely to compete for the better jobs. Private colleges are already requiring computer study as part of their core curriculum.

"The new wave of factory and office automation in the U.S. will raise the productivity of American workers, improve the quality of the products they make, and increase the ability of domestic industries to compete with the exports that have eaten away at America's industrial strength," continues the Business Week article. But only a conviction on the part of workers that the new machines keep improving their working lives will lead to a realization of the gains which could result from automation.

Quoted from "Changing 45 Million Jobs," *Business Week*, August 3, 1981, p. 62 ff.

The jobs that will be directly affected by automation

In factories	Number of employees
Assemblers	1,289,000
Checkers, examiners, inspectors, testers	746,000
Production painters	185,000
Welders and flame-cutters	713,000
Packagers	626,000
Machine operatives	2,385,000
Other skilled workers	1,043,000
Total	6,987,000

In offices	Number of employees
Managers	9,000,000
Other professionals	14,000,000
Secretaries and support workers	5,000,000
Clerks	10,000,000
Total	38,000,000

Carnegie-Mellon University, *The Impacts of Robotics on the Workforce and Workplace* (Booz, Allen & Hamilton, Inc.).

Global Want-Ads

BACKGROUND:

The speed of modern travel and communication has been accompanied by a strengthening of economic ties throughout the world. American companies, operating in more than 130 countries, rely heavily for employees on the population of the host country. But they need Americans on their overseas staff, too. Some are specialists in the technology that others are so anxious to purchase or make use of. But many are skilled in a wide variety of fields, and the corporation needs those skills on the spot, not at the home office in New York.

The result is that each year thousands of young Americans take the first step in becoming "global citizens." They are assigned to overseas posts where they may remain from one to five years. Many are transferred to other foreign countries, and some move often between the U.S. headquarters and different posts.

YOUR ASSIGNMENT:

You are going to read some Help Wanted ads that appeared in the New York Times. Use the ads to look for the answers to these questions:

1. What fields of work are involved?_____

   _____

2. What evidence do you find that any of the jobs were created because of changes in technology?_____

   _____

3. What qualifications are the companies looking for?_____

   _____

4. If you had to list the three most important qualities or skills a job-seeker should have, what would you pick?_____

   _____

5. A great many young Americans with good work records have trouble in overseas posts. Roughly one-third ask to be transferred back home - even though that will hurt their chances for promotion. What guesses can you make about what goes wrong?_____

   _____

   _____

   _____

   _____

THE WANT ADS

Manager, foreign trade promotion, Eastern Europe.... Must be experienced in trade fair and exhibition management. Fluency in one or more Eastern European languages. 75% travel.

Metcalf and Eddy, an international leader in waste water/water quality management, is interested in interviewing candidates to undertake significant design and project challenges in the Middle East.

Landscape architect and other professional staff for Australia's Major New Cities Project--the largest and most complex of its kind in Australia, and probably in the world. The project involves a complex of four new cities 35 miles from Sydney, planned for up to 600,000 people.

Archeologist to work with multidisciplinary group making environmental assessments. Also must have experience in conducting and directing field surveys.

Recording associate producer. Expanding educational record label requires associate to assist in creating albums that include American traditional and foreign folk music, plus orchestral and pop-symphonic.... Duties will involve U.S. and foreign travel.

International Executive. Credentials must include an excellent educational background plus a successful record of achievement in an international business operation. Multilingual capacities are a requisite.

International Agricultural Marketing Communicator

Can you reach Brazilian soybean growers, Masai herdsmen, U.S. cattlemen and European poultry farmers?

We need a writer to reach this fascinating audience. It would help if our new writer knew something about agricultural and animal health marketing. But, mostly, we need a writer.

We are MSD AGVET, the worldwide agribusiness division of Merck & Co., Inc., a leading U.S. health products company.

Our division is growing rapidly. We need to communicate MSD AGVET product benefits to a wide variety of people, such as the above.

If you'd like to be the person to help us reach this audience, send us your resume, salary history, and cover letter indicating your talents.

VICE PRESIDENT

International Banking

Our client, seeks a senior level, results oriented individual to manage a rapidly expanding and highly visible Customer Service activity. The qualified candidate will be interested in a career promotion to General Manager and the minimum background requirements should include:

- **Customer service management experience encompassing operational relationship with multi-products plus customer inquiry and adjustment functions.**
- **Proven track record as a Line Manager controlling, training & motivating management as well as clerical personnel.**
- **International banking operations experience with emphasis on Letters of Credit, Funds Transfer, SWIFT, CHIPS, etc.**
- **Knowledge of current EDP Technology.**

This is a fast track environment and only aggressive, assertive and ambitious candidates should apply. Officer status includes a bonus and other amenities.

MANAGER,

International Sales

manufacturer of precision electronic components & circuit interconnect devices seeks experienced professional to supervise headquarters international sales. Duties include: direction of overseas manufacturer's reps, coordination of technical and administrative activities, foreign travel. Strong electronics components background a must. Foreign language a plus.

Interested candidates may submit resume and salary history without jeapordy to current position.

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BEST COPY AVAILABLE

Your First Home Computer

Background

Imagine yourself just a few years from now. Here is the situation.

Today your home computer arrived--something you've wanted for a long time. Many Americans now have these home communications centers, and the services are improving every day.

The electronics service person explains how to enter information into the computer and how to use your television screen to display the information you retrieve--from checkbook balances to important reminders. The television set now offers 56 channels with several more expected soon. Some can be used for shopping, others for sports or movies or video game contests. On certain occasions, you can press a button to express an opinion on an important issue--or on a new series. In some states, voting by computer is now allowed in all elections.

Instructions

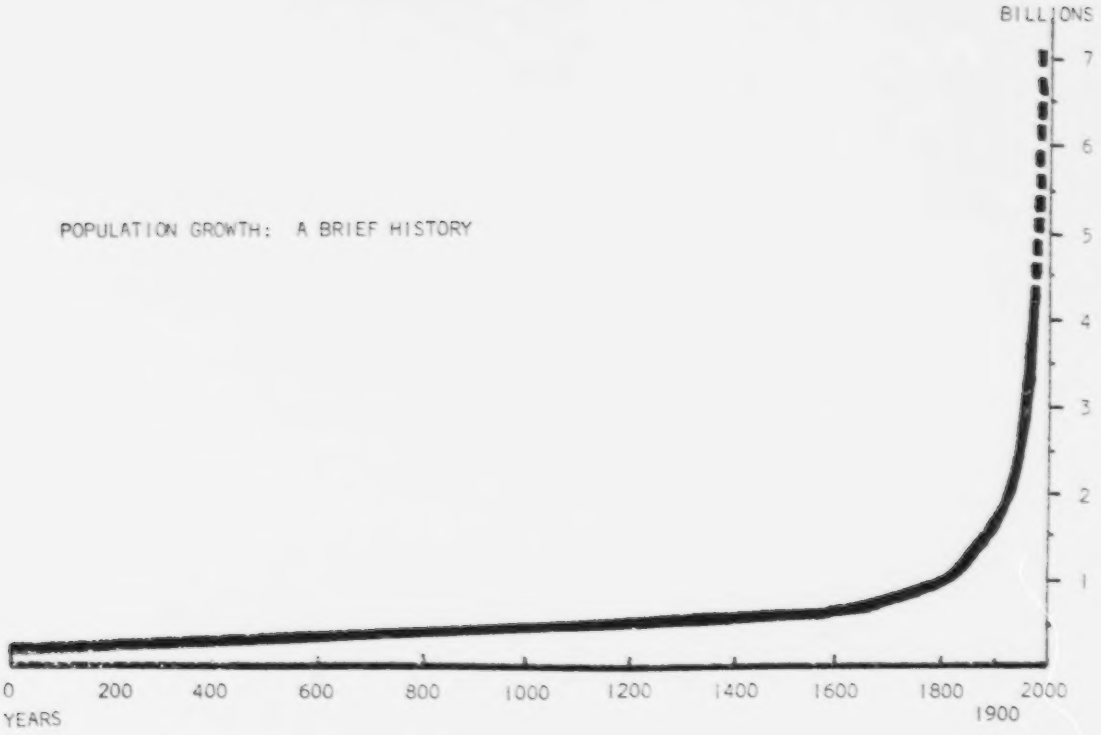
Below is a list of some of the ways home computers are being used. Next to each, write two or three sentences on how using the computer will make this activity different. Then, in the right column, decide whether this item improves the quality of your life (+), makes it worse in some way (-), or has no effect (o).

COMPUTER ACTIVITY	COMMENTS	IMPACT (+,-, or o)
1. TV viewing		
2. Video games		
3. Shopping		
4. Banking		
5. Self-education		
6. Job training		
7. Recipe/Storage		

COMPUTER ACTIVITY	COMMENTS	IMPACT (+,-, or o)
8. Talking back (to television)		
9. Information about issues		
10. Voting		
11. Cross-cultural contacts		

World Population Trends

POPULATION GROWTH: A BRIEF HISTORY



1. How would you describe the growth of the world's population before 1600?

_____

2. Write one question historians should ask about world population growth between 1800 and 1900.

_____

3. How does the graph show that the world is in serious trouble today?

_____

4. What is the projected world population by the year 2000?

_____

5. What problems will the world have to solve if this projection comes true?

_____

WORLD POPULATION DATA SHEET

REGION OR COUNTRY	Population Estimate, Mid-1981 (millions)	Number of Years to Double Population	Population Projected for 2000 (millions)	Infant Mortality Rate (per 1,000 live births)	Population under Age 15 (%)	Population over Age 64 (%)	Urban Population (%)	Persons per Sq. Kilometer of Arable Land	Per Capita Gross National Product (US$)
WORLD	4,492	41	6,095	97	35	6	41	98	2,340
MORE DEVELOPED	1,144	113	1,255	20	24	11	71	59	7,260
LESS DEVELOPED	3,348	34	4,840	109	39	4	30	128	560
EGYPT	43.5	23	65.4	90	41	3	45	1,533	460
NIGERIA	79.7	22	148.9	157	47	2	20	178	670
ZAIRE	30.1	25	48.1	171	44	3	30	97	260
MEXICO	69.3	28	101.8	70	42	4	67	71	1,590
CUBA	9.8	77	12.3	19	32	7	65	185	1,410
DOMINICAN REP.	5.6	25	8.5	96	45	3	51	205	990
PUERTO RICO	3.2	44	4.1	18	34	6	70	652	2,970
ECUADOR	8.2	22	14.5	70	45	4	43	159	1,050
ARGENTINA	28.2	43	33.8	41	28	8	82	16	2,280
ISRAEL	3.9	39	5.5	16	33	8	89	321	4,170
SAUDI ARABIA	10.4	23	20.3	118	45	3	67	12	7,370
INDIA	688.6	33	976.4	134	41	3	22	381	190
INDONESIA	148.8	35	212.3	91	44	2	20	524	380
CHINA	985	59	1,200	56	32	6	25	309	230
JAPAN	117.8	82	126.5	8	24	8	76	2,145	8,800
UNITED STATES	229.8	95	258.9	13	22	11	74	53	10,820
SWEDEN	8.3	1,155	8.0	7	20	16	83	223	11,920
FRANCE	53.9	178	56.4	10	23	14	78	169	9,940
POLAND	36.0	67	41.0	22	24	10	57	189	3,830
GREECE	9.6	96	10.6	19	23	13	65	105	3,890
AUSTRALIA	14.8	81	17.9	12	27	9	86	3	9,100

Adapted from *1981 World Population Data Sheet*, Population Reference Bureau, Inc., 1337 Connecticut Ave., N.W., Washington, D.C. 20036

EXERCISE

Place a T for true or an F for false next to each of the following statements. Base your answers only on the information given in the "World Population Data Sheet."

_____ 1. Most of the world's population now lives in industrialized, developed areas.

_____ 2. Population is growing more rapidly in the less developed parts of this planet.

_____ 3. Life expectancy is highest in the more industrialized countries.

_____ 4. People are more likely to live in cities in Puerto Rico than in the Dominican Republic.

_____ 5. It is easier for Japan to feed its people than Australia.

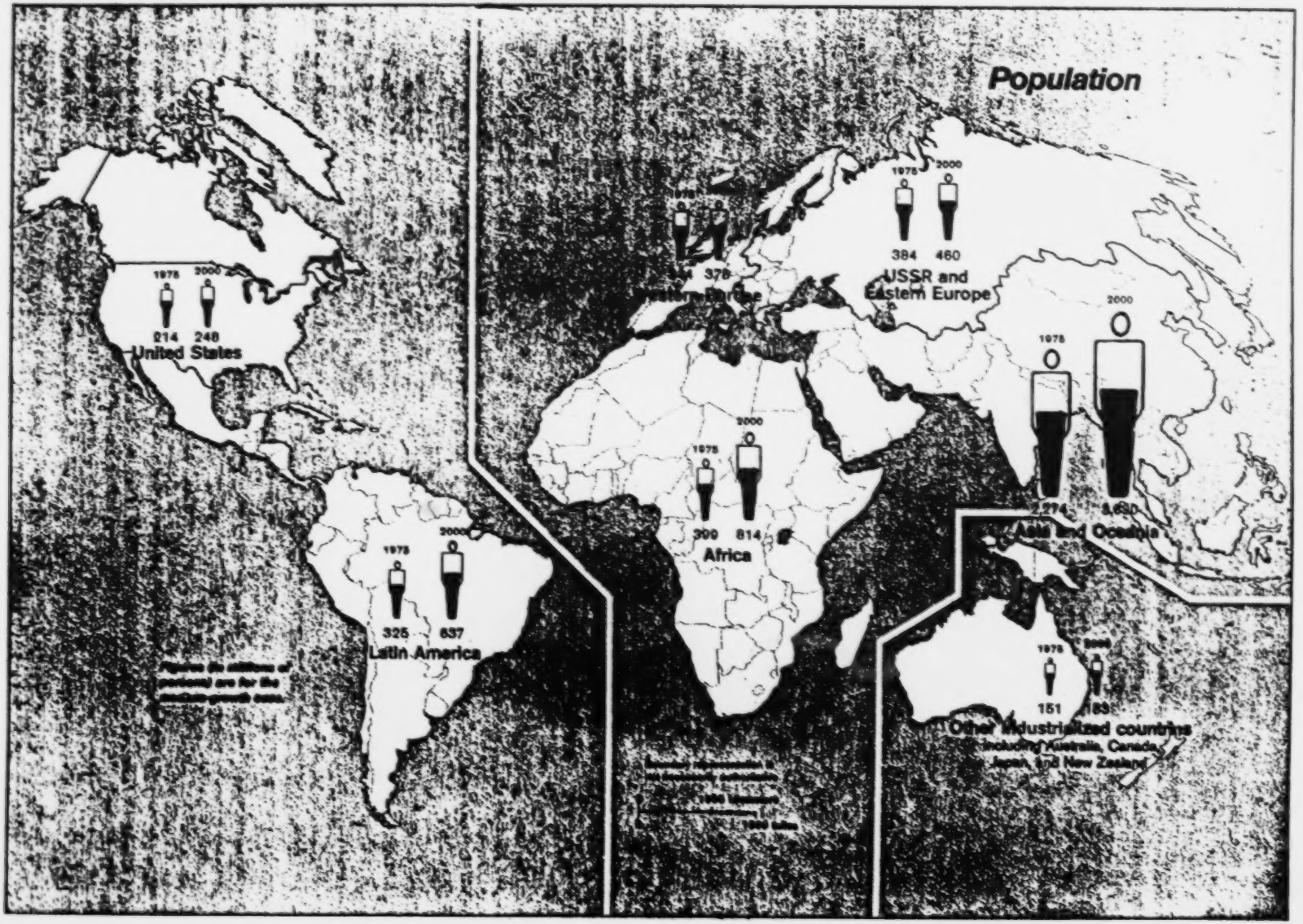
_____ 6. Japan is a good example of a crowded country which is comparatively rich.

_____ 7. The average person in Sweden is richer than the average person in the United States.

_____ 8. There is a greater proportion of elderly Americans than French persons.

_____ 9. India is the poorest country on the chart.

_____10. The infant mortality rate in Mexico is more than five times that in the United States.

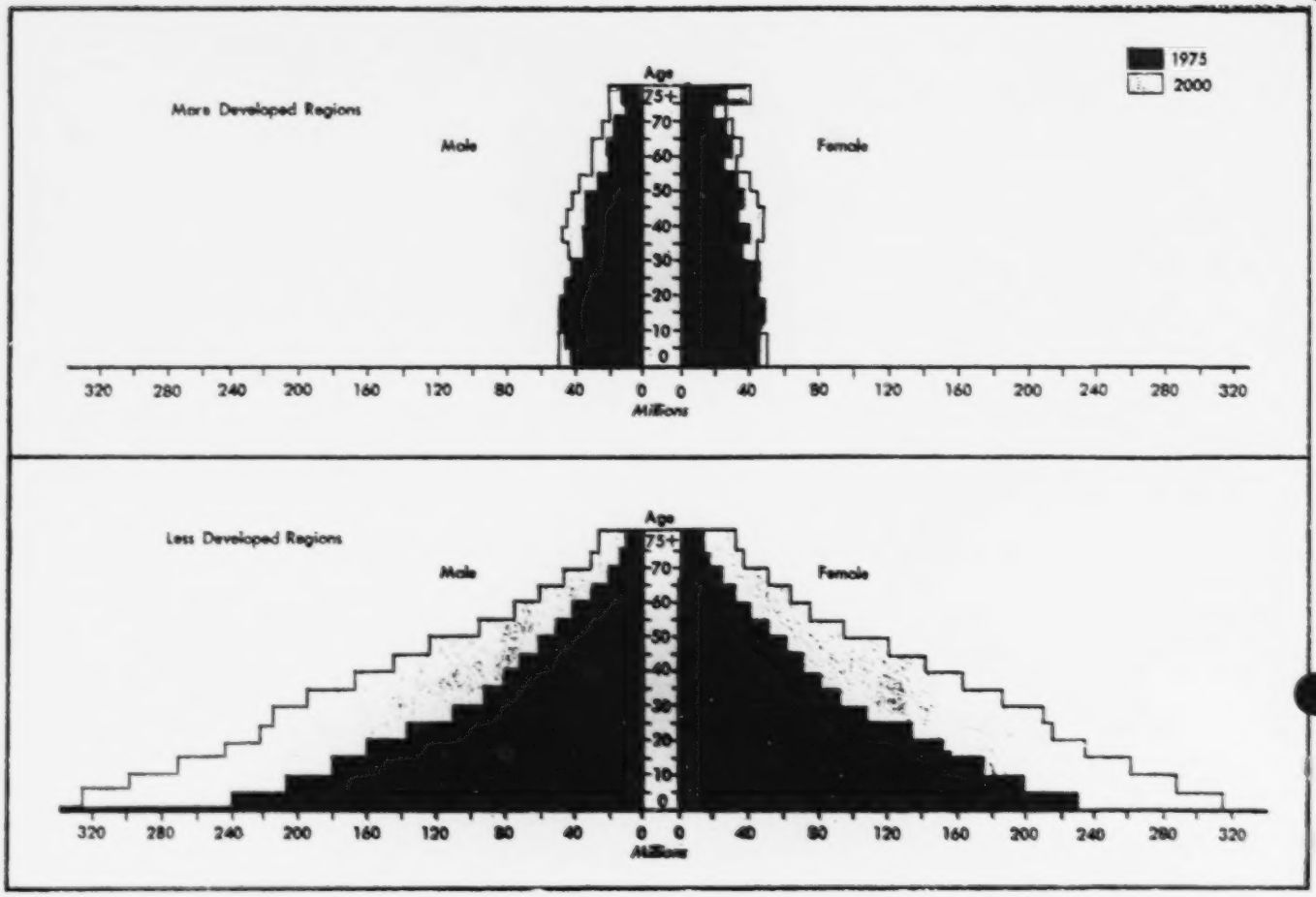


Distribution of the world's population, 1975 and 2000

Council on Environmental Quality and U.S. Department of State, *Entering the Twenty-First Century*, Vol. 1 of *Global 2000: Report to the President* (Washington, D.C.: GPO, 1980), p. 10.

Subtheme D *Changing Demographic Patterns* **Worksheet D-1 (continued)**

POPULATION BY AGE AND SEX (1975 and 2000)



Phyllis T. Piotrow, "World Population—The Present and Future Crisis," *Headline Series*, Foreign Policy Association, No. 251 (October 1980).

EXERCISE

The following multiple choice questions are based on the map and graphs on Worksheet D-1. Select the answer that best completes each statement.

1. The area of the world which is expected to more than double its population by the year 2000 is 1) Latin America 2) Asia 3) Africa 4) Europe.

2. Based on the map, it might be concluded that in the future 1) Latin Americans will be poorer than Africans 2) the Soviet Union will find it easier than the United States to increase its armies 3) the population of Western Europe will increase more than that of the United States 4) China will have solved its population problem.

3. Based on the information given in the graphs, it can be concluded that 1) men will live longer than women. 2) life expectancy will be higher in the developing nations. 3) the numbers of young adults will remain about the same in the developed regions 4) the age pattern will greatly change in the developing regions of the world.

4. In the developing countries, the age group that is expected to increase most is 1) the elderly 2) infants 3) young adults 4) the middle-aged.

5. Of the following problems, the most pressing one that developing countries will face in the year 2000 is 1) providing jobs for young people 2) assisting the elderly 3) reducing infant deaths 4) helping the middle-aged plan their retirements.

From *The Global Report to the President, Entering the Twenty-First Century*, Vol. 1 (Council on Environmental Quality and the Department of State, 1980), p. 10.

Letter from Indonesia

Sawahrejo, Indonesia

Dear Bob,

Since I haven't written to you in so long I thought you might want to share this letter with your classmates. They might also like to know what life is like in the Peace Corps.

As you know, I am working on the island of Java, part of the country of Indonesia. Java is very mountainous, with many volcanoes and rich valleys where crops grow easily. As I look out from the window of my house, as the sun goes down over the mountains, I can agree with the Javanese people that this is truly a beautiful place.

Unfortunately, Java is a place not only of beauty. In the village of Sawahrejo where I live, there are 2,000 people who live closely packed together in very small houses. And the population here is growing very rapidly. Most of the villagers own very little land or no land at all. Even though the land is fertile, there are too many people trying to work a tiny plot and there is not enough food for everyone. To give you an idea of how dense the population is here, if the United States were as densely populated as Java is, it would have more population than the entire world now does. Not only are the people crowded together on the land, but there are very few jobs available for people who need to work to buy food for their families.

Recently, I met a boy about 11 or 12 years old named Kim. He lives with his mother and father, three sisters, and one brother. He had two other brothers, but they died of starvation when they were young. I asked him some questions about his life here.

Me: "What does your family eat?"
Kim: "We eat rice mostly but sometimes fruit or cassava." (Cassava is a filling, but not very nutritional fruit.)
Me: "How many times a day do you eat?"
Kim: "Sometimes twice a day but usually only once, in the evening. It depends on how much food we have."
Me: "What do you like to eat?"
Kim: "I like fruits like belimbing, jambu, and nagka." (These are fruits not found in the United States.)
Me: "Where do you get your food?"
Kim: "We own about 900 square meters (one-fifth of an acre) where we grow most of the food to feed our family. My father buys a little food, but he is able to work only about one-third of the year, so we don't have much extra money."
Me: "Does your mother prepare all the food you eat?"
Kim: "Yes, my mother cooks rice and fruit, if there is any." (Of course, Kim's family does not have a refrigerator.)
Me: "How much do you weigh?"
Kim" "Thirty-five kilos." (I later discovered he weighs 31 kilograms--less than 70 pounds.)

Kim and his family have the same problem as most of the other people here. I found out that Kim's family can grow 500 pounds of rice on their small piece of land in a good year. His father is able to buy seeds and only about nine pounds of fertilizer with the little money he has available. Most people in the United States put far more fertilizer than that on their lawns every year.

I must end this letter so it can be sent out today, but I thought your class might like to try answering the questions I asked Kim, and then comparing your answers with his answers. I would be interested in the results.

Love,

Karen

Adapted and printed with permission from an exercise written by Dr. Paul Armstrong, Social Studies Development Center, Indiana University, Bloomington, Indiana.

EXERCISE

In the above letter, Karen asked Kim several questions about his life in Indonesia. Imagine that Karen has asked you the same questions and answer them in the space provided below

Karen: "What does your family eat?"

Your Answer: _____

_____

Karen: "How many times a day do you eat?"

Your Answer: _____

Karen: "What do you like to eat?"

Your Answer: _____

_____

Karen: "Where do you get your food?"

Your Answer: _____

_____

Karen: "Does your mother prepare all the food you eat?"

Your Answer: _____

_____

Karen: "How much do you weigh?"

Your Answer: _____

Changing Minds: Power or Persuasion?

The following letter and posters suggest the methods used by the Chinese government to achieve a more stable population.

Part 1: Open Letter to Communist Party Hierarchy

The government must spare no effort to achieve a stable population for China by the year 2000. We will begin with the following steps:

1. Couples with one child will continue to receive special benefits such as free day-care centers. For any couple bearing a second child, these benefits will not be provided.

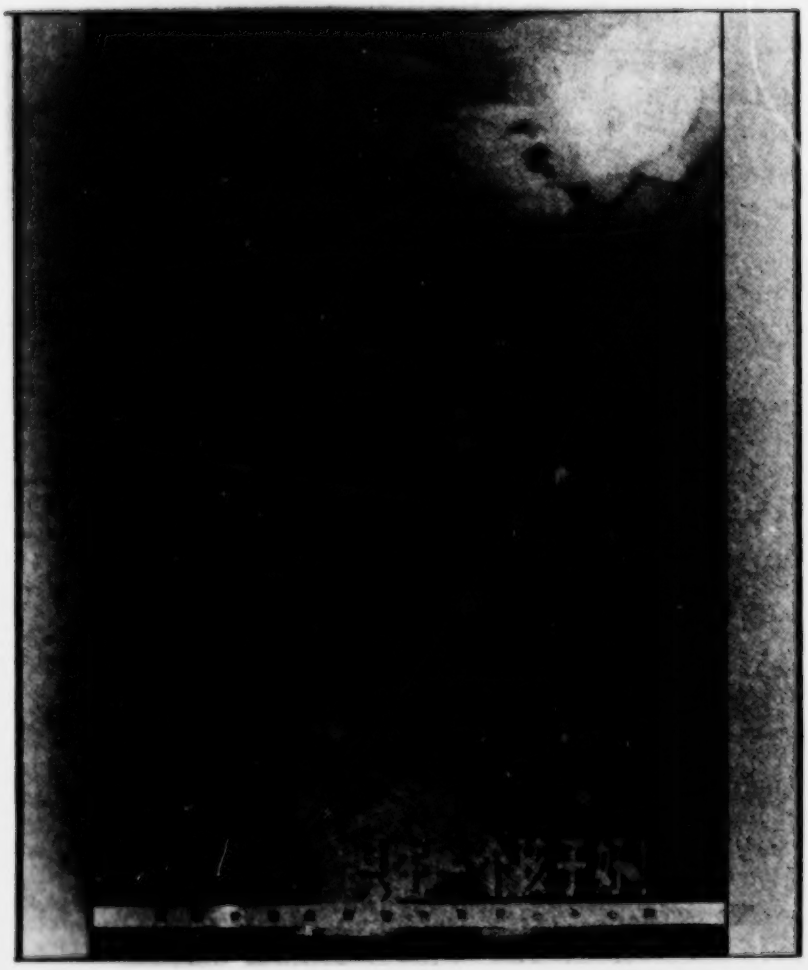
2. Families with more than one child should return to the state the cost of benefits received earlier.

3. Neighborhood Party leaders will visit families with more than one child. The visits will be used to remind the couple of their loyalty to the state.

4. More severe measures will be announced if this program is not effective.

(Signed) Vice Premier Madam Chen Mu-hua

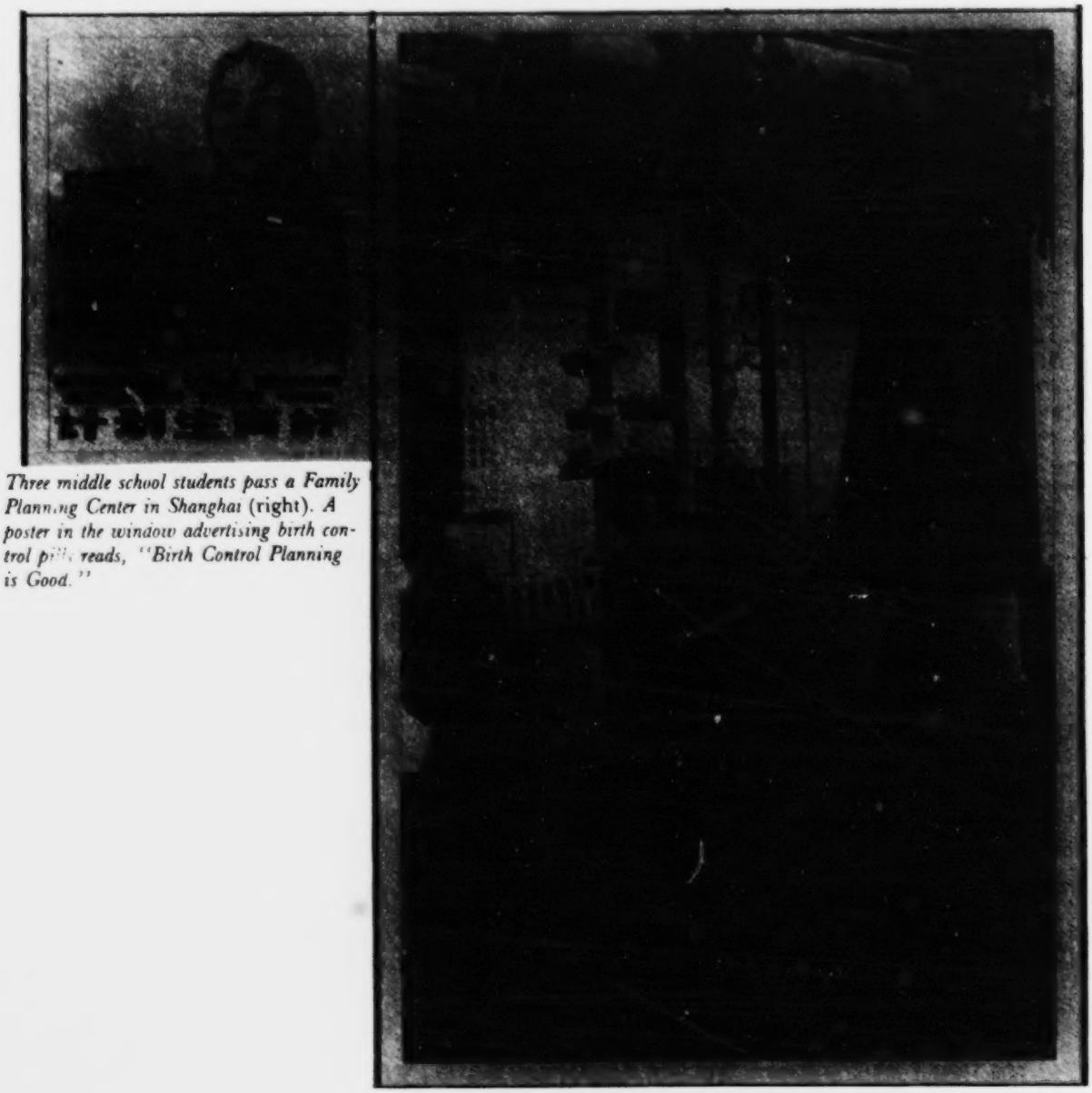
Part 2: China's Population Posters



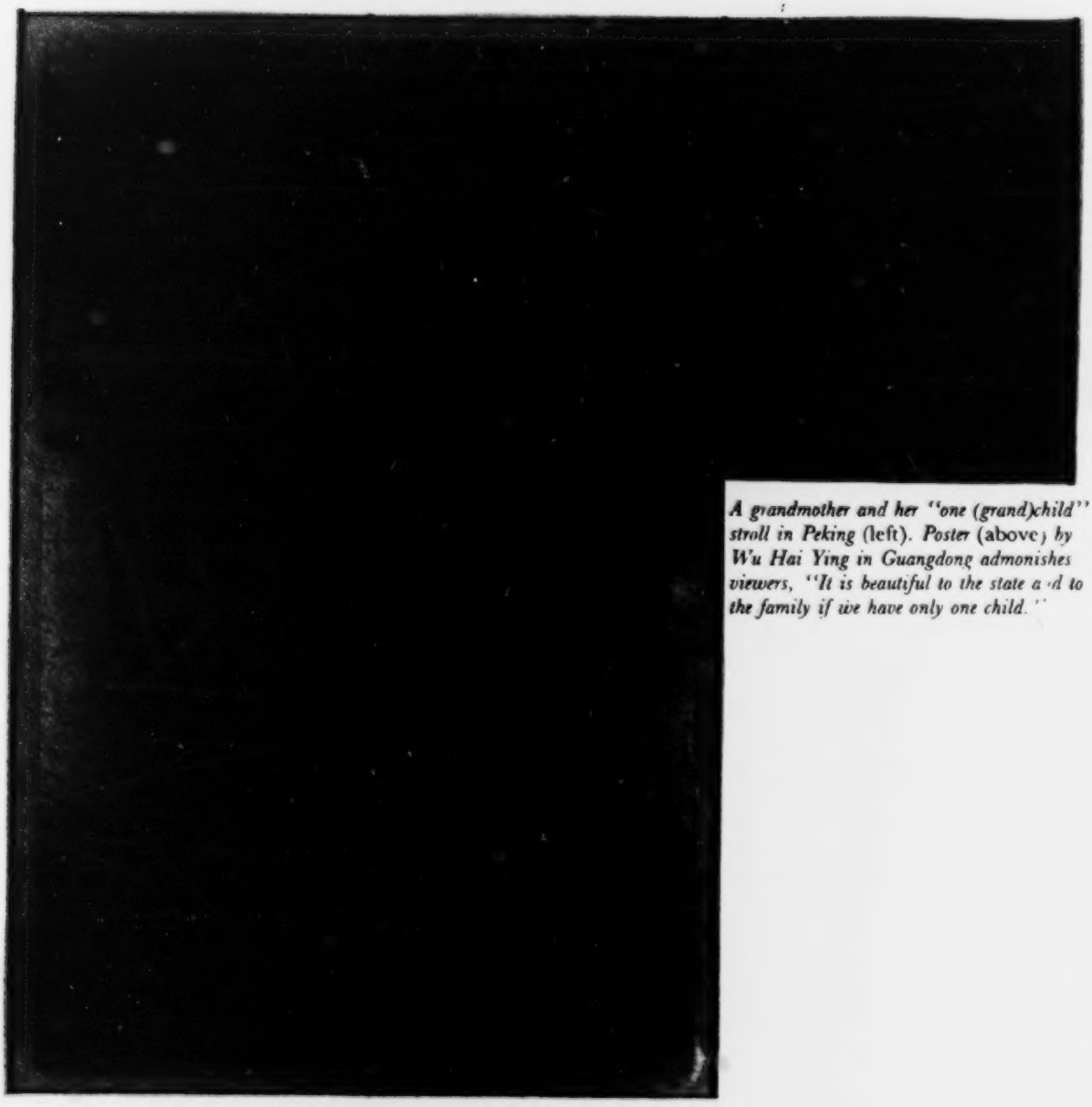
Artist He Qoy Wen's poster (above left), *published by the People's Art Press of Jiangsu, carries a caption, "An only child is like a flower."*

A 1981 calendar issued by the Chengdu Family Planning Office in Sichuan Province (above right) *says, "We strongly encourage one couple—one child."*

A source of pride in China today is the one child certificate.



Three middle school students pass a Family Planning Center in Shanghai (right). *A poster in the window advertising birth control pills reads, "Birth Control Planning is Good."*



A grandmother and her "one (grand)child" stroll in Peking (left). *Poster* (above) *by Wu Hai Ying in Guangdong admonishes viewers, "It is beautiful to the state and to the family if we have only one child."*

Large (25 x 6 meter), bilingual billboard,
"You'd better have one child only,"
dominates street scene in Chengdu.

Quotation and posters from Stewart Fraser, "Posters, Pictures and Population," *East—West Perspectives,* Winter, 1982, p. 31 ff.

Population Control: Where Do You Stand?

DIRECTIONS

Below are several possible measures that have been proposed to control population growth. Cut out each alternative and place it in the appropriate category on the next page. Use the blank squares at the bottom to write in other population control measures which you think should be tried. Be able to defend your choices.

	EDUCATIONAL PROGRAMS Making people aware of our population growth problem might help to solve it.	ABORTIONS If safe and legal abortions were available on demand, population growth might be limited.
BIRTH CONTROL Make birth control means available to anyone who wants it. The effect will be to curb population growth.	STERILIZATION After two children, one or both parents will be sterilized to halt population growth.	EQUALITY FOR WOMEN Equalizing opportunities for women will provide them with other roles to fulfill and they'll have fewer children.
CHOOSING THE SEX OF AN UNBORN CHILD People often continue to have children until they get the boy or girl they want. Families could choose the sex of their children, thereby limiting their size.	SOCIAL SECURITY IN OLD AGE If people were financially cared for in old age, they wouldn't need large families to take care of them and they might choose to have fewer children.	LICENSES TO HAVE CHILDREN People must meet certain qualifications to get a legal license to have children.
POSTPONEMENT OF MARRIAGE Raise the age of consent so people will marry later in life, thus reducing the number of child-bearing years.	SEVERE PENALTIES FOR LARGE FAMILIES People will be fined or heavily taxed for any children beyond the legal limit of two.	INCENTIVES AND REWARDS FOR SMALL FAMILIES A reward system will be set up for people who limit their family size. They will pay less in taxes.

Jacquelyn Johnson, "Population Control: Where Do You Stand," in *Teaching About Population Issues* (CTIR, April, 1981), pp. 63, 64.

CARD SORT
Population: Where Do You Stand?

CATEGORY I: Population control steps which enlarge individual freedoms and the freedom of our whole society.

CATEGORY II: Population control steps in which an individual gives up freedoms for the betterment of his or her society.

CATEGORY III: Population control steps which greatly limit individual freedoms.

Jacquelyn Johnson, "Population Control: Where Do You Stand," in *Teaching About Population Issues* (CTIR, April, 1981), pp. 63, 64.

Global Times
June 13, 1982

U.N. Lowers Estimates of Population in 2000

Global Times: UN Changes Population Projections

By PRANAY B. GUPTE
Special to The New York Times

NAIROBI, Kenya, June 12 — Because of population-control programs, the world's population in the year 2000 will be 20 percent less than the 7.5 billion that major international agencies had predicted, according to a report by the United Nations Fund for Population Activities.

Rafael M. Salas, the agency's director, said in the report that the world's population growth rate dropped from 1.99 percent in 1960-1965 to 1.72 percent in 1975-1980. He said the United Nations was now predicting that the annual growth rate could fall to 1.5 percent by the year 2000. That would mean the world's population would reach 6.1 billion by the end of the century instead of the 7.5 billion that had been predicted.

The report, released in Kenya, which has one of the highest birth rates in the world, also says that although birth rates have been dropping because of increased education and birth-control programs, the decline in mortality rates in many African countries and elsewhere in the third world have been less than hoped.

The report said population-control efforts had been least effective in Africa, where growth rates of 4.5 and above are still common. Of the 50 developing countries in Africa, 32 have yet to adopt population-control programs; 22 of Asia's 32 developing nations have already adopted such policies, and in Latin America 10 of 30 nations have initiated programs.

The report said infant mortality rates in almost all countries of sub-Saharan Africa ranged from 90 to 170 deaths per 1,000 births; in developed Western nations, the rates range from 7 to 15 deaths per 1,000 births.

The United Nations projection is that by the year 2000, people in developing countries will have a life expectancy of 63 to 64 years, or 10 below the target of 74 suggested by the population program adopted by the United Nations a decade ago.

The United Nations program, which gives poorer nations money for family planning and other programs to slow population growth rates, says that while in 1969 only 26 developing countries had population-control programs, 59 had them last year.

Cuba, the agency's report said, showed the largest decline in birth rate, falling by 47 percent between 1965-70 and 1975-80. China was next with a 34 percent decline in the same period.

The report said seven other countries, each with a population of more than 10 million, had shown birth-rate declines of between 15 and 25 percent. They were Chile, Colombia, India, Indonesia, South Korea, Malaysia and Thailand.

New York Times, June 13, 1982.

EDITORIAL PAGE

Boat People and Foot People

One of the largest, most tragic migrations in modern times has taken place in Southeast Asia since the Vietnam War. Hundreds of thousands have put to sea in rickety boats hoping desperately to find another country that will grant them a home. Hoards of others have walked hundreds of miles to neighboring countries willing to take them in.

Here is a brief account of these "boat people" and "foot people" from Indochina (Vietnam, Cambodia, and Laos). The chart shows where they were in 1979.

The majority of the refugees are boat people who fled *Vietnam* in fishing boats, junks, small motorized craft and even a handful of freighters. At least half are Vietnamese citizens of Chinese descent—businessmen, shopkeepers, artisans. Given a choice of either moving to "new economic zones"—largely uncleared jungle in the country's interior where they would receive some basic tools and food for only a few weeks—or buying their way out of the country by boat, many chose to leave. With gold and foreign currency advanced by relatives or sponsors overseas, some 300,000 ethnic Chinese from the South and a smaller number from the North paid the unofficial exit fee of $2,000 to $3,000 (half price for juveniles). Over 1 million ethnic Chinese remain.

A higher percentage of landlocked *Laos*' small population has taken flight than of either Vietnam's or Cambodia's—some 146,000, or over 3 percent. A majority are educated, skilled workers and professionals. Half the refugees are lowland Lao who lived within easy reach of the border with Thailand. The rest are Hmong (meaning "free people"), fiercely independent tribesmen from the hills who are being annihilated by their government. In the Indochina war the Hmong—known to Americans as Meo—were the CIA's secret army. Many are spending their fifth year in Thailand's refugee camps.

Cambodia's refugees are perhaps the most wretched of all—victims of the depredations of the 1970-75 war and killings of the Pol Pot regime, which reduced the population from close to 8 million to 5 million, Vietnam's invasion, the continuing guerrilla war and the probability of widespread famine. It is a measure of the Cambodians' desperation that they turned to the Thais for refuge, since the two countries are traditionally hostile.

INDOCHINESE REFUGEES
Where They Were in Mid-1979

Country of First Asylum	Number Temporarily Admitted	Country of Permanent Asylum	Number of Refugees Accepted
Non-Communist:		**Non-Communist:**	
Thailand	163,000 (including 146,000 Laotians)	United States	221,900 (+14,000/mo.)
		France	52,000
Malaysia	75,000	Australia	22,800
Hong Kong	65,000	Canada	15,000
Indonesia	50,000	West Germany	3,700
Philippines	5,000	United Kingdom	2,800
Macao	2,800	Malaysia	2,100[1]
Taiwan	800	Switzerland	1,700
Singapore	1,000	Belgium	1,300
		Taiwan	1,000
Communist:		Norway	900
Vietnam	30,000[1]	New Zealand	900
China	(3,000/mo.)	Singapore	300
		Subtotal	326,400
		Communist:	
		China	235,000[2]
TOTAL	396,600	TOTAL	561,400

[1]Cambodians [2]Vietnamese

Sources: Department of State, The New York Times *and Office of the UN High Commissioner for Refugees.*

Text and chart from "Humanity on the Move," *Great Decisions 1980* (New York: Foreign Policy Association, 1980), p. 50.

DIRECTIONS

Use the chart, "Indochinese Refugees," to complete the following statements.

1. The three Indochinese nations from which most of the refugees have come are _____, _____, and _____.
2. By mid-1979, Indochinese refugees temporarily admitted by the Philippines numbered _____.
3. A Communist nation that permanently accepted Vietnamese refugees was _____.
4. The non-Communist nation which by 1979 had permanently accepted the largest number of Indochinese refugees was _____.
5. From this chart, it can be concluded that Indochinese refugees in 1979 were located _____.

Seeking a New Start in New York and Miami

CASE 1--Refugees in New York

The newest immigrants to New York face tremendous difficulties upon their arrival in the city.

A

On the door of the room he shares with his mother and her four younger children in Brooklyn, 16-year-old Vang Vuthy has printed "Cambodian" with pride and a red marker, crowning it with a familiar temple — probably the only Angkor Wat graffito in town.

In the adjacent room is a brand-new American, Vutha Sam, born to Cambodian parents two months ago in nearby Brooklyn Jewish Hospital. His gently smiling mother, Sareun — plagued by headaches and a steady fever and taking pills for the sore tongue and mouth that signal malnutrition — tries to nurse the baby as his 2-year-old sister, Sarin, plays with their father and a 16-year-old uncle.

Twenty-seven Southeast Asian refugees — the total was 41 for months — live dormitory-style in two apartments in the Lincoln Place walkup, across Eastern Parkway from the Brooklyn Museum. Survivors of civil warfare and the refugee camps of Thailand, they are among 272 refugees brought to the Crown Heights and Bedford-Stuyvesant sections since July under a State Department sponsorship contract with the national Young Men's Christian Association.

The 272 included Afghans, Ethiopians and South Africans in addition to some 230 Southeast Asians. More than 100 have been moved elsewhere, some to a new Vietnamese "colony" in the Rockaways, through the help of other organizations, pastors and earlier refugee families.

B

Eighteen refugees on Lincoln Place — a single Vietnamese, two Cambodian families and a Laotian couple with four little boys — live in four rooms, each room crowded with beds, in one roach-infested apartment. Speaking different languages, they share a battered kitchen and a chilly bathroom that is swathed in damp laundry.

Yok Chorn Leat, a Cambodian mother of five, said through an interpreter that she had been pleased when she was told in Manila that their Brooklyn sponsor was to be "a priest" and that "everything was taken care of — you won't need for anything."

Showing at age 35 the effects of the disasters that left her widowed, she said she was "discouraged" for herself and "uncertain for the children."

With a doubtful smile, she added, "I just hope we can get a better life than this."

Excerpts from Laurie Johnston, "Southeast Asian Refugees in Brooklyn Renewing Struggle for a Better Life," *New York Times*, February 14, 1982.

CASE 2--Refugees in Florida

The greatest number of refugees in Florida have come from Cuba, beginning in 1959 when revolution drove them from their homeland. Most are now well established and many have been successful in business. In 1979 large numbers of refugees began arriving from Haiti. Here is one news account of their story.

Perhaps the saddest dilemma facing South Florida is the plight of the refugees from Haiti. Law enforcement officials pick up about 500 Haitians a month on Florida's beaches, but probably just as many slip in without getting caught. The 600-mile journey from Haiti is often arduous, a measure of how desperately Haitians want to leave their country. Many sell all their possessions and hire professional smugglers, who often starve them, beat them, or even dump them overboard. Others pool their money to buy a makeshift boat and then hire a local fisherman, who may know little about navigation, to bring them to America. The trip can easily end in tragedy, as happened when a rickety 30-ft. sailboat carrying 63 Haitians was swamped in the Florida surf last month, claiming the lives of 33.

Still they come, for Haiti is both a desperately poor country—its per capita income of $260 a year is among the world's lowest—and an oppressive dictatorship, ruled by Jean-Claude ("Baby Doc") Duvalier. The Reagan Administration holds that nearly all the Haitian refugees are fleeing their country to escape poverty, not repression, and are thus not eligible to be admitted as political refugees. Others believe that many of the refugees are indeed entitled to political asylum.

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Making a Decision on United States Immigration Policy

DIRECTIONS

Below are four brief paragraphs describing some of the issues on immigration facing Americans and their government. Read these issues and then consider what you think would be best for our welfare and for others. For example, if we throw open our doors to all who want to come, what might the consequences be? But if we reduce immigration even more, what kinds of conflict are created?

Choose one of the following policies as a first priority. Be prepared to support your position.

With regard to future immigration, the United States should...

1. ____ Allow only the most desperate refugees in and return all others to their homeland.

2. ____ Use strict enforcement to stop illegal immigrants, especially from Mexico and other parts of Latin America.

3. ____ Increase legal immigration to one or two million a year to help ease the burden on the poor countries.

4. ____ Maintain current policy and immigration limits.

5. ____ Reduce all legal and illegal immigration to lessen the strain on America's resources.

6. ____ Other (Describe) _____

THE ISSUES

The tragedy of the refugees from Indochina has overshadowed a far greater problem that threatens to be with us for a much longer time--the growing numbers of people in the developing countries who look to the industrialized North for jobs and an escape from poverty. The problem is also far more serious because it is much bigger and arouses little public sympathy in this country.

By the year 2000, the UN Fund for Population Activities estimates, the world's population of 4.4 billion will increase by nearly 1.8 billion. Nine-tenths of the increase will be in the "third world." Already the number of jobless or underemployed in the poor countries is close to 40 percent--and it is growing. Population is growing much faster than economies are developing with the result that massive unemployment is practically guaranteed for many years to come. Many of the unemployed will move to the already swollen cities whose total population is expected to double again by the turn of the century. And when the unemployed cannot find work in their own overcrowded shantytowns, they will try to make their way North.

The above trends have "radical-to-revolutionary implications" not only for Third World countries, as the UN Fund observes. "These unwanted millions could threaten global security, including ours, as much as the spread of nuclear weapons," warns former U.S. Ambassador to the UN Charles W. Yost. What can or should the industrialized countries do for the unemployed millions? For the United States the question must be addressed now.

An average of 325,000 to 425,000 people arrive in the United States as legal immigrants each year. Roughly twice that number of foreign-born are arrested and sent home because they are here illegally. Countless others who have escaped Federal agents remain in the country. These are the "undocumented immigrants" or "illegal aliens" who entered the country without proper papers or who came as students, tourists, etc., and stayed after their visitors' visas expired and/or worked illegally. Illegal aliens come from almost every country in the world, but over half are thought to come from Mexico in search of work.

Adapted from: "Humanity on the Move," *Great Decisions 1980* (New York: Foreign Policy Association, 1980), p. 55.

Tilting into Old

What is it like to face old age in this society or in any other? Are the difficulties the same no matter where in the world you live? Are efforts being made to help the elderly face more rewarding years? See what answers you can find in these brief accounts from several countries.

1

EAST BERLIN, March 26, 1976—An angry social worker rang the doorbell at the suburban home of a family here not long ago.

"Why is it you are not doing anything for the old couple next door?" the caller asked the woman of the house, Alice Lehmann, a middle-aged teacher. "As a Communist you know you should give a good example."

Mrs. Lehmann, a party member, seemed surprised and a little embarrassed. "I had no idea my neighbors needed help," she said. Alice Lehmann explained that she spends a full day working at school besides keeping house for her own family of three. But she said she was willing to do what she could.

The encounter at the doorstep was part of a Communist drive to seek volunteers who could be called upon to reach out to the elderly and take over private responsibility where the socialist state was unable to afford official aid programs.

According to the statistics, 97 percent of East Germany's aged live in private households, many of them alone. There are no private nursing homes for the old, and the few state-run facilities have long waiting lists.

Essentially the situation is no different from that in other industrial societies where traditional rural family structures no longer prevail and the elderly are left to cope by themselves. But in East Germany the problem is particularly pressing because of the disproportionately high number of old people. . . .

From *Intercom, # 99, Global Aging Trends and Education*, "Mapping Global Aging Trends," by Margaret S. Branson. Copyright © 1981 by Global Perspectives in Education, Inc., 218 East 18th Street, New York, New York 10003. Reprinted by permission.

TOKYO, April 10, 1976. The employment counselor called out his name, and the __1__ man in the well-preserved business suit __2__ over as fast as he could. At 62, with a chronically painful back and a lifetime of work already behind him, Minoru Hirota desperately needs a __3__.

Since he started searching last May, Hirota has met rebuffs, disappointments, and no takers. After each interview he trails __4__ back to his small house and worried wife.

Hirota's plight is common in Japan these days.... Japanese are living __5__, and the elderly now account for 10 percent of the population, but retirement plans are inadequate and pensions are low or nonexistent.... The elderly are the hardest hit by unemployment.

Japan's amazing economic success of the last 25 years was built on increasing demands for her goods and a stable, well-motivated, and productive labor force. Wages rose with age and seniority. Ideally the company was a "family." When the worker left at age 55, his cash bonus, frequently invested in real estate, brought him or her enough to live on.

The picture has changed gradually. Life expectancy for a man rose from 65 years in 1960 to 71 years in 1975. The average life span for women rose from 70 to 76 years in the same period. And the growing millions of elderly people find themselves living longer on less cash. Rampaging inflation has eroded the value of their retirement payments. Inflation hit 25 percent in 1974....

A. CLOZURE EXERCISE For each of the five spaces, fill in the word which would best fit it.

For space 1	1) young	2) middle-aged	3) elderly	4) wounded
For space 2	1) ran	2) shuffled	3) crawled	4) sped
For space 3	1) doctor	2) vacation	3) job	4) home
For space 4	1) happily	2) wearily	3) quickly	4) a long way
For space 5	1) contentedly	2) longer	3) better	4) securely

B. VOCABULARY Select the word that best defines each of the underlined words in the reading.

1. chronically	1) fatally	2) mildly	3) continuously	4) curably
2. plight	1) handicap	2) problem	3) disease	4) anger
3. stable	1) wavering	2) steady	3) horsey	4) lazy
4. gradually	1) rapidly	2) slowly	3) wonderfully	4) interestingly

3

BOMBAY, May 12, 1976—"It used to be that no one challenged my authority at all. Not my son. Not his wife. Not their children. NO ONE," a 70-year-old member of the Bombay Association of Retired Persons recounted sadly at a meeting the other afternoon. The other men seated around him in a circle nodded sympathetically.

"Then my son began to get more Western in his outlook. He began to hint that since he was earning the salary, he should make some of the decisions about how he lived. Finally, he just asked me: What about getting a place of your own? It hurt me very deeply. . . ."

As a Hindu, this father was raised to believe that it is a holy obligation to care for one's parents. Parents, until they die, live with one or another of their offspring. And today, in Bombay, although it is probably the most modernized of Indian cities, some 70 percent of the elderly still live with their children. But that means that about 30 percent have suffered the pain of having to live elsewhere. What of them?

The plight of the elderly is a by-product of some of India's successes. Better child care, improved sanitation, and the elimination of some dreaded diseases have sharply increased longevity. A child born in 1947, the year of India's independence, probably would die before reaching age 40. A child born today can expect to live 55 years. So there are now a great many more elderly people in India, and they represent a new social problem, one that was formerly handled within the family.

Doctors are beginning to look into the special medical needs of the aged, but what about the emotional difficulties which these people face? Some private charities have opened homes for the elderly, and there is the newly created Indian Association of Retired Persons, which provides clubs where these people can meet and discuss their problems. These help, but not enough. . . .

4

DES MOINES, IOWA, May 23, 1976—How old was I then? Seventeen? Nineteen?

I don't remember exactly. But I do recall how I felt as I looked at her. Those bloodless lips, the wrinkled neck, her sagging breasts and blue-streaked legs—how they repelled me!

Forgive me, mamma! I didn't know then that it would happen to me. But here I am. I'm tilting into old. Still, in my dreams, part of me remains that girl who was so glad to be alive. Sixteen! Proud to be lithe and pretty. Sure of her female powers.

Now I'm going down—finishing up. Why should it be a surprise? It's no surprise—and, yet, it's the greatest of all surprises. Me. Tilting into old. . . .

St. Petersburg, Fla.

It is just before 9:30 on a morning Florida vacationland brochures make the rest of the world dream of. A solitary brown pelican lazily circles in a cloudless sky, glides over Boca Ciega Bay, and half-heartedly dives for a fish. The only really hard-working creature in sight is a sandpiper skittering along the beach with a determination that seems misplaced in such a serene world.

In a high-rise condominium overlooking the bay, elevators discharge a small group of men moving with a rather wonderful lack of urgency to their first meeting of the day. The men are dressed alike – Bermuda shorts, knit shirts, and hats looking extra white above their tanned faces: the unofficial uniform of Florida retirement. They tote almost identical canvas bags.

On the roof of a carport Astroturf has been spread out to form a lawn bowling rink. After exchanging a few greetings, the men remove bowling balls from bags and begin.

The lawn bowling ball is a slightly elliptical object, given to unpredictable rolls. The object is to come as close as possible to a white target ball. As in shuffleboard, a player can dislodge an opponent's successful shot.

The men concentrating on the game give no hint of the diversity of their former careers. Once, it so happens, they were a physician from Kansas, a trumpet player from California, an equipment broker from Illinois. Now they are lawn bowlers in Florida.

A pleasantry passes now and then – a bit of bantering. But mostly, as the sun rises in the sky, there is bowling.

One bowler has calculated he walks a mile and a half each morning, following his ball.

Nearly two hours later, after two games, there is a closing ritual. The men shake hands and say to one another: "Good game – thanks." Then the balls go back in the bags, the men go back to their wives and lunch.

On the way to the elevator one bowler says to another: "Well, tomorrow we've got shuffleboard."

His companion answers: "If it's nice I'm supposed to go fishing.

DIRECTIONS

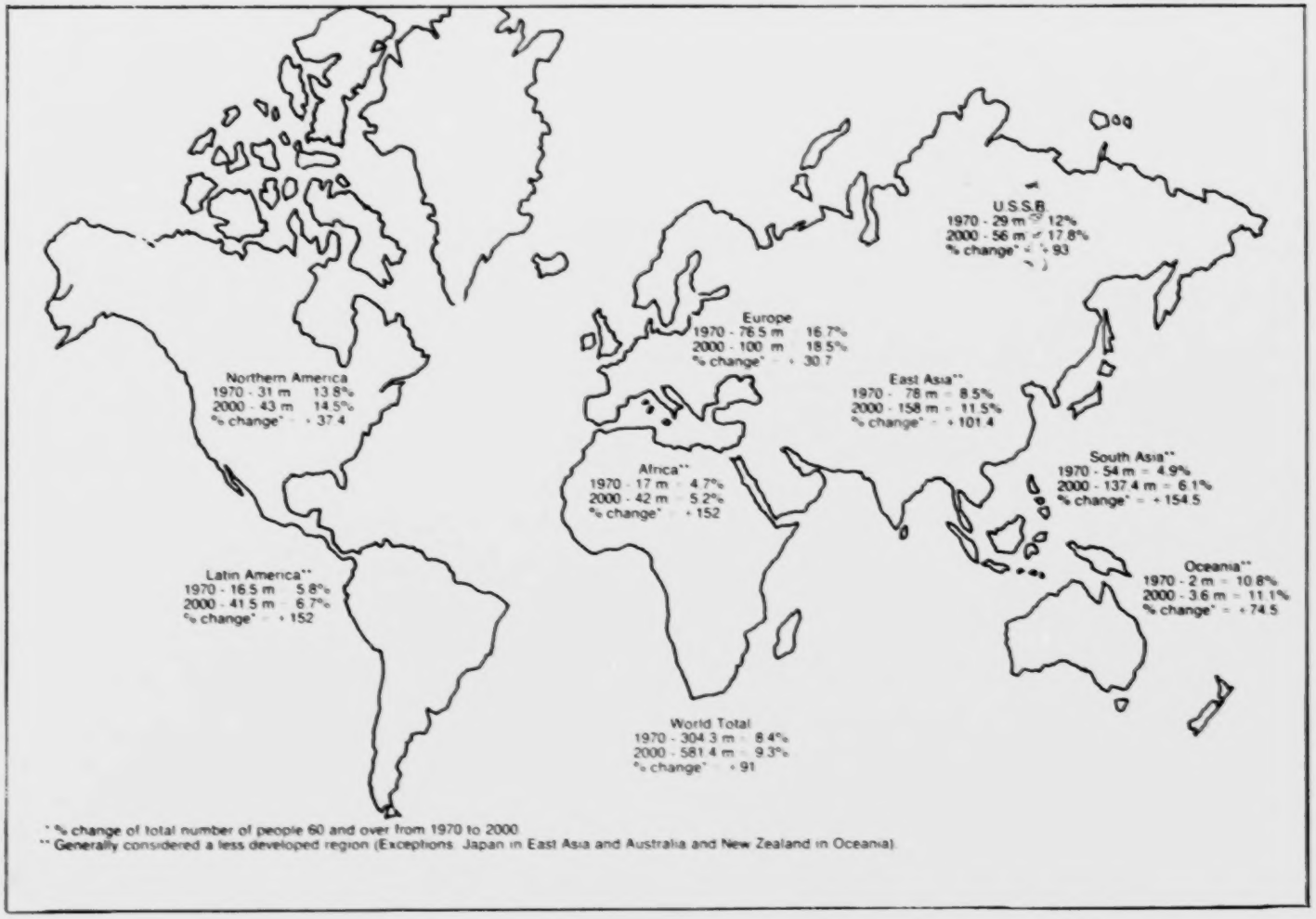
Imagine that you are one of the St. Petersburg bowlers. In the space provided, write a diary entry expressing your feelings about the day's activities.

Dear Diary,

Excerpt from Marilyn Gardner, "The Choices Are Changing," September 21, 1981, p. 12. Reprinted by permission from *The Christian Science Monitor*. © 1981, The Christian Science Publishing Society. All rights reserved.

NUMBER OF PERSONS AGED 60 AND OVER AS PERCENT OF TOTAL POPULATION, WORLD REGIONS, 1970 AND 2000

(Numbers in millions)



* % change of total number of people 60 and over from 1970 to 2000

** Generally considered a less developed region (Exceptions: Japan in East Asia and Australia and New Zealand in Oceania)

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EXERCISE

DIRECTIONS

Base your answers to the following questions on the map.

1. From the title of the map, what information can you expect to glean from it?

_____

2. Into what eight regions of the world is the map divided?

_____

_____

3. Which of the regions are considered part of the more developed world?

_____

4. What change in the numbers of persons age 60 and over is anticipated worldwide between 1970 and the year 2000?

_____

5. In which regions will the percentage of the population age 60 and over decline?

_____

6. Which region is expected to experience the greatest percentage gain?

_____

7. What number and percentage changes are expected in the region where you live?

_____

8. In the year 2000, will the largest percentages of the population age 60 and over be found in the developed countries of the world or in the less developed countries?

_____

A Desert Hunt . . . by Sports Car

Everything was ready and Bashar waited anxiously by the sleek sports car. The trunk was loaded with food, a tent, rifles, and ammunition. The hunting falcon was perched on the car's roll-over bar. The bird's head was covered by a hood to keep it quiet. Its steel-like claws clutched the bar.

Finally Faisal walked out of the house.

"Everything ready?" he asked as he slid behind the driver's seat. Bashar nodded and climbed in the passenger side. They were off, Faisal expertly wheeling the powerful car into the street. The car picked up speed as they roared past tree-shaded homes.

"It is still very hot," Faisal said. He chuckled. "I must be getting soft. The air-conditioned buildings feel too good on a day like this."

They were past the houses now. Nothing but desert stretched before them as far as the horizon.

They sped down the highway and Faisal began to talk of the old days. He often did this. Bashar loved to hear the tales of the desert life—of tribal wars fought on horseback, of blinding sand storms, of camp life near some treasured water supply.

Suddenly Faisal turned off the highway. Soon they were racing smoothly across the empty sands. The landscape looked strangely familiar to Bashar, but he could not tell why.

"You always pull off the road at the same spot," he said. "But how do you know? I can never see a landmark—there are no trees, no houses, no crossroads. Nothing."

Faisal laughed softly. "When your life depends on it, you find landmarks. Every hill, every rock becomes fixed in your mind. You must be able to find your way to water, to grazing land, to rocks that can protect you from the weather."

Bashar tried to study the barren landscape. But it was useless. Nothing made any sense to him. And yet he wanted to learn as much as he could about the ways his people used to live.

They found a camping spot, sheltered from the wind by rocks. Bashar was still wondering what it would be like to have to struggle to live each day. There was something brave and heroic about it. But it was frightening, too, to think of walking endlessly across the scorched earth in search of water or a little grass.

As they began to unload the car, Bashar asked, "When the oil came, did everything change all at once? Did people just suddenly stop living in the desert?"

"It took a few years," Faisal said. "But only a few. Some people did not want to put away their tents and live in houses. Along the coast, the people continued to build their boats or to dive for pearls. The tankers and the pipelines were right there. Oil was flowing past them, but the people kept up the old ways. Many would not move from their small mud houses."

As they began setting up their tent, Faisal continued. "Then it began to dawn on us. We lived in a land with money the richest kings had never dreamed of. Kuwait began to change overnight—gleaming buildings, lighted streets, money, and jobs for everyone."

Bashar began to unpack the food. All this had happened in a single generation. Now, almost everyone in Kuwait lived in comfort.

As he spread out the meal, Bashar said, "That's why I like our hunting trips. We hunt by car and everything. But it gives me a taste of our traditions. I don't want to take everything for granted."

Then suddenly he stopped short. He struck his forehead with the heel of his hand. "Oh no," he cried. "Grandfather, I forgot the water bags!"

Faisal stared at him a moment and then began laughing. He laughed so hard he had to sit down.

"It's wonderful, Bashar," he said through fits of laughter. "A beautiful lesson. The first law of desert survival is to fill the water bags before you leave your air-conditioned house."

Bashar grinned sheepishly. "What should we do?"

Faisal rose to his feet. "Come," he said. "We will show that we still know how to survive in this desert. I think there must be a spring in these rocks."

They began climbing up the rocks which were still warm from the heat of the fading sun.

From David C. King and Larry E. Condon, *The Middle East and North Africa* (Menlo Park, Calif.: Addison-Wesley Publishing Co., 1979), p. 31 ff.

Student Poll on World Hunger

DIRECTIONS: Circle the letter of the answer that you think best completes the question.

1. Approximately what % of people in the world are hungry?	A. 2%	B. 10%	C. 25%	D. 50%
2. Approximately how many people die from hunger-related causes each year?	A. 200,000	B. 1.8 million	C. 15-20 million	D. 50 million
3. Where is most hunger located?	A. South of the equator	B. North of the equator	C. Eastern Hemisphere	D. Western Hemisphere
4. What % of Americans are undernourished?	A. 1-2%	B. 10-20%	C. 50%	D. None
5. How much food is grown each year for the world's population?	A. Far too little	B Almost enough	C. Enough	D. More than enough
6. Are solutions to the world food problem readily available?	A. No, there are no solutions	B. Almost developed and will be in the next 10 years.	C. Available but cost too much.	D. Yes, readily available
7. By what date do experts think the world hunger problem can be ended?	A. Never	B. 1984	C. 2000	D. 2083
8. The major cause of world hunger is...	A. Economic	B. Political	C. Attitudinal	D.Social
9. Compared to other major world problems, hunger is...	A. the worst	B. one of many important concerns	C. of little importance	D. unimportant
10. In my opinion, the most important person in the job of ending world hunger is...	A. the President	B. Me	C. the Secretary General of the UN	D. the Pope

Global Times

OCT 1982

40,000 PEOPLE WILL DIE TODAY OF HUNGER-RELATED CAUSES

Webster's dictionary defines hunger as "a craving or urgent need for food or a specific nutrient." There are three differing degrees of hunger. The most severe is starvation. A person is starving when food consumption drops below a minimum level and the body devours its own tissue. Death often results. Chronic undernutrition is the most widespread form of hunger in our world. An undernourished person consumes just enough calories to stay alive but his body becomes mentally and physically weak and susceptible to disease. The third degree of hunger is malnutrition. A malnourished person lacks certain nutrients needed for a healthy life. Even though the body may receive a sufficient quantity of food, quality is lacking. There are hundreds of millions of malnourished people in our world today who do not consume the sufficient vitamins and minerals to have a healthy body.

No one knows the exact extent of hunger in our world. The 1980 world development report of the World Bank estimated that every year fifteen to twenty million people die from hunger-related causes and that almost 1 billion people are chronically undernourished. This would mean that over 40,000 people perish needlessly each day. According to John Gilligan, former A.I.D. administrator, "Every three days hunger takes the lives of the same number of people who died in the first atomic bomb blast." Gilligan says, "In the past five years hunger has claimed the lives of more people than all the wars, revolutions and murders that have occurred during the past 150 years." Hunger strikes hardest at children. Approximately 3/4 of the world's hungry are children.

* * *

SOLUTIONS EXIST

We are living in an exciting time. For the first time in human history, we possess the food, money, and technology to end hunger. The Global Times has learned that at least three major commissions have reached this conclusion in recent years. The experts agree that we have everything needed to end hunger. There is, however, a missing ingredient. That ingredient is the will and commitment to do it. If ending hunger becomes a global priority, they say, it can be accomplished within this century. Since 1945, 35 countries have eliminated hunger.

Congressman Ben Gilman, a member of the US Presidential Commission on World Hunger has told our reporter:

"Resolving the hunger problem presents us with a considerable challenge. I have been working to accord this issue greater priority on our Congressional policy-making agenda. I am pleased and encouraged that we have been making progress towards achieving that objective. I am especially heartened to see more and more people and organizations becoming aware of the urgent need to end hunger. In discussing the issue with my colleagues in Congress, I have come to recognize that they respond to their constituents who voice a concern about hunger. This growing demonstration of public political will is an important key to resolving the world hunger problem."

Adapted from the World Hunger Education Service, *Overcoming World Hunger: The Challenge Ahead* (Washington, D.C.: 1980).

* * *

I MAY NOT STILL BE ALIVE

by
Anawara Khan

In the year 2000 I would be 38. There is every possibility that I may not be still alive. But if I am, I will be an architect. I want to build buildings which will not only beautify the world but bring happiness. People who live in my buildings cannot help but smile and be happy.

Bangladesh wants many things from me. The responsibility to develop this country will be our responsibility.

Most of the people of our country are cultivators. They work hard, heart and soul.

But the tools for cultivation are poor. In the year 2000 there will be better tools and with hard work there will be more food. The poor people will not die from famine and our country will be developed like America, Japan, Russia, and China. Then we will all live happily."

Adapted from the slide show "Now is the Time" which accompanies *Ending Hunger Briefing Manual* (Brooklyn: *The New Internationalist*).

Global Times
OCT 1982

A SOUND MIND IN A SOUND BODY

by
Dave Winfield
of the New York Yankees

World hunger can be ended. To accomplish the end of hunger, each of us must begin by having knowledge of and taking care of our own bodies. Good nutrition is the most important factor in being mentally alert and physically strong.

Food is the fuel for our bodies. I am always careful about what I put into mine. Eat what you enjoy and follow these simple rules: (1) Eat a variety of foods--fruits and vegetables, whole grain cereals and breads, milk, meats, poultry, fish, eggs, and legumes. (2) Maintain your ideal weight. (3) Avoid too much fat and cholesterol. (4) Eat foods with adequate starch and fiber, such as beans, nuts, peas, fruits, vegetables, and whole grain breads and cereals. (5) Avoid too much sugar and sweets, and hold down the salt. Empty calorie "junk foods" may fill you up, but they leave your body wanting for the nourishment it needs.

I owe my success in life to self-belief, hard work, exercise, and good nutrition. I really care about you, and I want to see you become all that you can be. Take care of your mind and your body, and share what you have with others.

• • •

LOOK AROUND YOU

by
Willie Mays
Former baseball great-Hall of Famer

Hunger is a worldwide problem which begins in our own neighborhoods. I remember vividly what it was like to be hungry as a child. I was lucky; baseball helped me get out. But it still haunts me that even today with all the wealth of this country there are still children, old people, and poor people who haven't got enough to eat.

Hunger is a quiet problem in the US. Hungry folks don't get seen or heard too much. I want you to open up your eyes and your heart and see what you can do to end hunger in your community. Pay close attention in class. Learn

all you can. Commit yourself to action. At the end of this week you will be given a chance to get involved in a voluntary action program. Your choice will make an impact on your life and the lives of others. Those of us who know that hunger can be ended are the ones who are in a position to do it. I encourage you to join in and make an impact on hunger. Let's go for it!

• • •

YOUR TEAM CAN WIN

by
Pele'
World famous Soccer star

Through my travels around the world, I have seen how hunger affects so many people, especially children. I see not only the sadness and the misery, but also the greatness and the courage of hungry people. I am touched to see those people who have almost nothing learn to survive with so little, who appreciate the simplest gifts of the land.

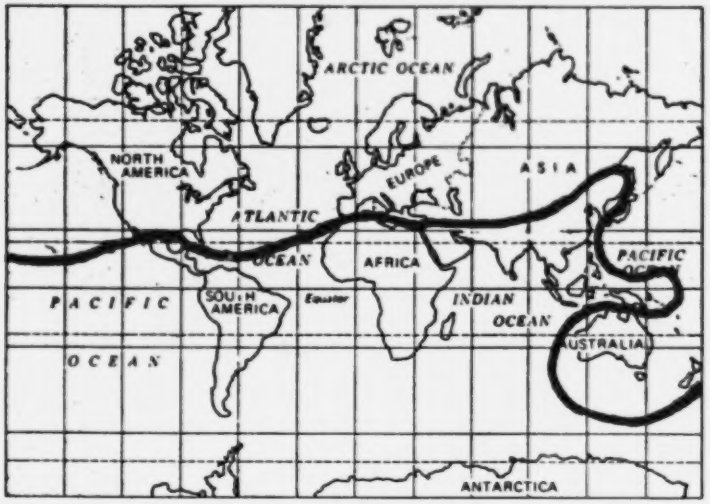
I congratulate the students of New York City for being pioneers in learning about world hunger and in working together to end it. I wish you much success in your Impact Groups, and I look forward to seeing the results which you will achieve in bringing the world closer to this important and meaningful objective.

You don't have to be a grown-up to change the world. You young people have it within your power to make a tremendous impact. My best wishes and support are with you!

August 19, 1982

Global Times

OCT 1982



HUNGER BELT DIVIDES NORTH AND SOUTH

According to the Food and Agriculture Organization of the United Nations, the geography of hunger knows no political boundaries. Hunger is, however, most severe south of a belt that approximately girdles the equator (see map above). Over 3/4 of the world's undernourished live on the Indian subcontinent, in Southeast Asia or sub-Saharan Africa. Latin America is also an area with widespread undernutrition. Not everyone in these areas is hungry but many are.

In the northern countries many people are hungry too. For example, in the United States, a country with a huge food surplus, over 10% of the population is eligible for food stamps. Yet nutritional experts have testified before Congress that it is not possible to buy a nutritionally adequate diet on food stamps.

INFANT MORTALITY IN THE RICH AND THE POOR COUNTRIES

The IMR (Infant Mortality Rate) tells us how many infants die in a country out of every thousand born. The IMR is one of the most important indicators of hunger in a country. An IMR of 50 or over indicates widespread malnutrition.

INFANT MORTALITY IN THE RICH AND THE POOR COUNTRIES

COUNTRIES	GNP per capita in dollars	POPULATION (millions)	INFANT MORTALITY RATE (IMR)
USA	$ 11,360	232.0	11.8
CHINA	$ 290	1000.0	45.0
UPPER VOLTA	$ 190	6.7	211.0
USSR	$ 4,550	270.0	36.0
GUATEMALA	$ 1,110	7.7	70.2
EGYPT	$ 580	44.8	103.0
INDIA	$ 240	713.8	123.0
ISRAEL	$ 4,500	4.1	14.1

GNP: Gross National Product -- the total value of all goods and services produced in a country during one year.

Adapted from 1982 *World Population Data Sheet*, Population Reference Bureau, Inc., 1337 Connecticut Ave., N.W., Washington D.C. 20036.

Case Study of Hunger

DIRECTIONS: Identify the cause(s) of hunger suggested in each paragraph below by writing its code letter next to the paragraph as follows: P = Political; E = Economic; T = Technological; N = Natural; SEd = Social/Educational; SP = Social/Population.

_____ My name is María Olana. I am a campesina -- a peasant girl. I live on a small farm 17 miles outside of Santa Rosa de Copán, Honduras, with my parents and six brothers and sisters. I once had two other brothers and another sister but they died. The most recent death was my very young sister Rosa. This past winter, Rosa had diarrhea for 14 days. She kept losing weight and weighed only seven pounds when she died. I cried and cried. When Rosa got sick, we went to our friend Cortía who helps cure us. She told us that there was a cure for Rosa but it would cost 100 lempira or about $50 U.S. -- we just didn't have the money. We also can't afford the medicine to cure the dengue fever which my father has all the time. Sometimes, it's so bad, he can't even work.

_____ Our farm is on a steep hillside. We have one manzana, or about one and one-half acres of land. We do not own the land -- we lease it from Mr. Méndez who lives in Santa Rosa. When times are good, we have plenty to eat. Our farm grows corn and beans, and we raise some chickens. There are also some banana and orange trees nearby which give us fruit. My father sells some of the corn and some eggs to buy rice, material for clothing, and a few tools. Times are not good now, though. The rains this year were extra heavy and much of our corn crop was washed down the hillside. Many of our chickens have died and all we have to eat are a few beans and some bananas. My father put in a new corn crop but some kind of insect seems to be eating the corn before it gets very big.

_____ We would love to get some of the rich land in the valley so that we could grow more and our crops wouldn't keep being washed away by the rains. But, of course, all the valley land is owned by the fruit company. My oldest brother, Carlos, used to work for the fruit company in the pineapple fields. He would earn eight lempiras a day which really helped our family through the tough times. Last month, though, Carlos lost his job. The people at the fruit company told him that, because of something called a recession, people in North America were not buying as many pineapples and fewer people were needed to work the fields. Without the money from Carlos, I am afraid that this will be the toughest time ever.

_____ A man from the government came to see us last week. He told us about a new kind of corn that we could plant which did not grow as tall as the ones we are used to. He said that the short plants would be less likely to be washed away and that they also produced about three times as much corn. My father was very excited until he found out that, in order to use this corn, he would have to buy chemicals to fertilize the plants and protect them from diseases. "The new plants would give us a chance to get ahead," my father said, but we all knew there wasn't any way we could get started with them.

_____ Late at night, my father meets with other campesinos to talk about somethng called land reform. They say that if they make their demands loud enough, the government will give them rich land in the valley. I am frightened when they meet. There are many soldiers in our area now -- soldiers who come to guard the border with Nicaragua, and soldiers who come because of the people fleeing El Salvador -- and I have heard that the soldiers often break up meetings like the ones my father has, and put people in jail. Land reform sounds wonderful but I don't know if it is worth losing my father for it.

_____ In tough times like these, all that is left is to dream. I have heard that if one learns to read and write, it is possible to get a good job in the city. I went to school two years ago, and I was told I was very smart. I really liked school but my father said he needed me more to work on the farm. He does not understand why I want to learn to read and write. He says that girls only need to know how to cook, gather firewood, and make clothes. Maybe he is right but I do not think so. Some day, I will find a way to make life better for my children than it has been for me.

This story is fictitious but reflects actual family situations in Honduras. It was prepared by Jeffrey Goldberg of the "Beginner's Guide for Ending Hunger," a group of individuals, led by Richard Buchheim and Charles Deull, devoted to ending hunger through responsible education about the subject.

Exploding the Myths About Hunger

IMPACT ON HUNGER, an organization which aims to eradicate world hunger, views the following common beliefs about hunger as myths that must be exploded:

MYTHS	EXPLODING THE MYTHS
1. Governments have always been trying to end world hunger, without success.	1. Before the end of World War II (1945) there was almost no response to world hunger. At that time, the Marshall Plan for the reconstruction of Europe began, and several major international agencies, such as the United Nations Food and Agricultural Organization, the World Bank, and The International Monetary Fund were established to aid reconstruction. Although at first massive aid was directed at rebuilding Europe, the focus soon shifted toward the less developed nations of the third World. The United States Agency for International Development (AID) was established for that purpose only 30 years ago. It is interesting to note that although the U.S. contributes more to international programs than any other country, in 1980 the U.S. ranked 16th out of 17 aid-giving countries when aid was measured as a percentage of a nation's total wealth.
2. Only communist (or capitalist) governments can deal effectively with hunger.	2. Currently, 53 countries have eliminated hunger as an essential problem within their borders (35 of these since World War II). Some of these countries, like China, have had communist governments. Others, like Costa Rica, have been democracies.

MYTHS	EXPLODING THE MYTHS
3. There just isn't enough food in the world for everyone.	3. Redistribution of approximately 1 percent of the world's food production would eradicate hunger. There are enough grain, vegetables, fruit, nuts, and meat in the world presently to provide each man, woman, and child today with about two pounds per day. This food would have enough calories and protein to equal the consumption of the average American. Poverty and hunger are closely linked. It is not that there isn't enough food in the world, but some people cannot afford to compete for and pay the price of available food.
4. Even if we did have enough food, there isn't enough money to implement solutions to the problem of world hunger.	4. A United Nations organization (UNICEF) calculated that an additional expenditure of $12 billion a year for the next 15 years would be enough to eradicate hunger. If this seems like a lot of money, realize that Americans spend four times that amount each year on jewelry and watches, and five times that amount on liquor. The world spends over $500 billion on the military each year. In truth, money is not scarce -- it is just not distributed equally.
5. If only people in India would eat their cows, they would have enough to eat. If Indians are hungry, it is their own fault.	5. Indian Hindus believe that the cow is sacred, and therefore, they do not eat beef. Americans, on the other hand, consume huge amounts of beef as hamburgers, steaks, etc.

Subtheme E *World Hunger Can Be Eliminated*

Worksheet E-4 (continued)

MYTHS	EXPLODING THE MYTHS
	Of the 1,500 million tons of grain grown in the world each year, about 400 million tons are fed to animals. It takes over 10 pounds of grain to produce one pound of beef; therefore, every pound of beef we Americans eat is the equivalent of eating 10 pounds of grain. Although Americans are not asked to give up beef entirely, it should be noted that if just 10 percent of the grains fed to animals each year were distributed to people, no one in the world would go hungry.
6. In the future we might have the technology to grow enough food for everyone.	6. The future is now. The technology already exists to feed every person on our earth. Examples: miracle fish that grow to maturity in two months; the new seeds of the grain revolution, pole beans; genetic engineering; and hydroponics (a method of growing food without soil which can produce up to 15 times the yield of a dirt farm).
7. Hunger is caused by famine and disasters which cannot be controlled.	7. In truth, most hunger is not the result of famine or disaster. These natural conditions are the cause of only about 10 percent of the problem. In the vast majority of cases, hunger in the world is a result of chronic undernutrition -- there is not enough food or the food is lacking in nutritional value.
8. "Little people" like me can't do anything to end hunger -- it's up to people like the President and organizations like the United Nations.	8. Hunger isn't a day-to-day problem that is just one of the many concerns of presidents and international organizations. World leaders receive their power from us. Only when world leaders see that we are committed to end hunger will they follow our lead.

Impact on Hunger

Now that you know that the question confronting the world today is not "Can we end hunger?" but "Will we?", you are ready to decide what you want to do about solving the world hunger problem.

SOME SAMPLE ACTIVITY SUGGESTIONS

- Identify and survey all food-distribution organizations in your neighborhood. Describe what they do, and develop a plan to help them work together. Make suggestions as to how they can increase their public support. Implement one or more of these suggestions.
  RESOURCE: Impact on Hunger's "Imagine New York City with Food for Everyone." Write Impact on Hunger, 145 E. 49th St., New York, N.Y. 10017.

- In your school hold essay, poetry, art and music contests in which students express their feelings about hunger and the world's ability to end it. Encourage positive expressions. Prepare an exhibit and invite parents and community leaders. Hold an educational event around the artistic works. You may wish to include your music or drama department in this event to represent the performing arts.

- Survey the waste in your school cafeteria. Develop a plan to salvage wasted food. Find a worthy food-distribution agency in your community, and make arrangements for transfer of collected produce to them. Arrange pickup or delivery schedules and transportation. Target amounts of food to be collected. Set this project up to be an ongoing, reliable source of food for the agency.
  RESOURCE: Impact on Hunger will refer you to local agencies.

- Initiate an educational campaign for your entire school and/or community based on the positive theme that local and world hunger can be ended. Use all available school media such as posters, PA announcements, school papers, and flyers. If your project is community-wide, survey available communications methods and use them; for example: posters in stores, announcements on radio, murals, community newspapers, town meetings. You might set up a creative committee to do the artwork and a media committee to contact newspapers, radio and TV networks, etc.

- Coordinate a food drive in your school and/or community. Find out the best kinds of food to collect (non-perishable, non-junk). Research where you can obtain food; for example: individuals, restaurants, stores, institutions, bakeshops. Then seek out a reliable food-distribution agency serving the needy. Donate the food you collect to this agency. Arrange for your school to become a continuous and steady supplier that the agency can count on.
  RESOURCE: Impact on Hunger will provide information on local food-distribution agencies.

- Start individual nutrition programs. Work with your school's nutrition committee to improve the student lunch program by providing healthy, well-balanced meals. Institute a schoolwide educational campaign to encourage consumption of healthier food and cutting down on junk foods. Show how your project led to better eating habits. Encourage students to use information at home.
  RESOURCE: Office of School Food Services, New York City Board of Education, 4437 Vernon Blvd., Long Island City, New York 11101.

Subtheme E *World Hunger Can Be Eliminated* **Worksheet E-5 (continued)**

- Engage in fund raising. Contact a hunger organization which works on specific projects in the U.S. or overseas. A list of hunger organizations can be found in the book, Who's Involved in Ending Hunger, available from Hunger Education Service. Organize a danceathon or activity to support one of these projects. Establish a committee to investigate where money raised ought to go. You might adopt a child in Bolivia, support a school in Bangladesh, fund a well in Somalia, etc.
  RESOURCE: Hunger Education Service, 245 Second St., N.E., Washington, D.C. 20002.

- Form a speakers' bureau. Educate yourselves to all the facts about world hunger. Arange speaking dates before assemblies in other schools and community organizations such as Scouts, Kiwanis, or businesses. Make a minmimum of twelve such presentations.
  RESOURCE: A fact sheet and presentation kit are available on request from Impact on Hunger. Slides and information are also available from UNICEF, CARE, The Hunger Project, Save the Children, AFSC and OXFAM.

- Develop community gardens for self-sufficiency in your neighborhood. Plan now for space, permission, tools, etc.
  RESOURCE: Save The Children's "Growing Your Own Food" is an excellent resource. Write to: Save the Children, Westport, Connecticut. Impact on Hunger will also provide information.

- Set up a community forum on hunger and food issues with the goal of undertaking specific community actions. Invite students, educators, parents, community leaders. Initiate one action.

- Organize a political action committee. Through the social studies department, have all students in your school write to political representatives. Ask for a minimum of one to three letters from each student. Have a committeee visit representatives and encourage them to initiate and support constructive and intelligent legislation related to hunger. Learn about Public Law 480. Discuss this law with your representatives. Show how at least one representative took action as a result of your efforts.
  RESOURCES: PL480 is available through RESULTS, 17 White St., New York, N.Y. 10013. RESULTS also publishes "How to Influence Your Members of Congress" -- Bulletin #16 (15 cents). The Interreligious Task Force On US Food Policy (110 Maryland Ave., N.E., Washington D.C. 20002) publishes an excellent pamphlet on this subject.

- Make up a skit or play based on what you have learned. Perform it before audiences in your school and in three other schools. Perform it for the PTA and/or a community group.

- Do an independent research project that addresses a specific issue such as water supply.

A Simulation: FAO Conference on World Hunger

The Food and Agricultural Organization of the United Nations tries to raise the level of nutrition of rural populations by improving their agriculture. Simulating a conference of the Council of the FAO will help you to understand the complexity of the world hunger problem.

AGENDA FOR THE SIMULATION

Day 1	I	Preparing and researching roles
Day 2	II	Introduction by the Director General
	III	Presentation by the Panel of Experts
	IV	Questions and statements by Council members
Day 3	V	Brief recess for informal caucus of all participants
	VI	Motions (resolutions and discussion)
	VII	Vote on resolution
	VIII	Summary by recorders
	IX	Final statement by Director General
Day 4	X	Debriefing and discussion

RULES FOR THE SIMULATION

I. Introduction by the Director General. Should include: the importance of the issue and a brief review of the rules.

II. Presentation by representatives of testifying organizations:

Representatives of testifying organizations will be allotted five minutes each to make their presentations. Each organization may have more than one speaker, but the total time of the presentation is limited to five minutes.

After each organization's presentation, members of participating nations may have a total of three minutes for response

III. Brief recess and informal meetings:

After all the testimony by representatives of organizations has been completed, there will be a brief break. Participants should not leave the hall. Business will resume promptly after ten minutes. During the ten minute break, participants may discuss the issues informally and begin to formulate motions for presentation in the next part of the program.

IV. Positions on FAO policy taken by specific member nations:

After the recess, representatives of member nations may bring resolutions before the FAO. Resolutions should be phrased in the following way:

"The nation of (your nation) moves the following resolution: That the position of the FAO be to support _____ as the main method of attacking the problem of world hunger."

Two minutes of speaking time will be allowed for the maker of the motion, makers of substitute motions, or any other speakers on the motions. Discussion will end automatically after 20-25 minutes, and motions on the floor will be voted on immediately.

Hunger: The Last Word

It's poverty.

Of all the ills afflicting the human race, none seems more solvable—and at the same time more intractable—than hunger.

On the one hand, enough grain is produced now to provide every man, woman, and child on earth with some 3,000 calories a day. That is more than the average level of consumption in the United States and about 50 percent above what is now considered to be a minimum acceptable level of caloric consumption.

On the other hand, chronic malnutrition persists, often in countries where plenty of food is available, such as in India and Brazil.

There is widespread uncertainty about the actual number of malnourished people. But no one challenges the fact that a minimum of 100 million to 200 million people, particularly in sub-Saharan Africa and parts of Southeast Asia, are severely malnourished, in the sense that they do not have the energy to function normally. Hundreds of millions more would eat better —and possibly more—if they could, nutritionists maintain.

Why, then, does widespread caloric deprivation persist? Why has the real progress that has been made not eliminated hunger altogether?

The answer, a surprising number of international food experts agree, is that hunger is overwhelmingly the result of income inequality and poverty. Until these stubborn social and economic problems are solved, no amount of tinkering with relief programs or population control will eradicate world hunger, most of those in the field agree.

This view has been supported in visits to areas both rich and poor in food production and consumption and in hundreds of interviews with farmers, agronomists, agricultural economists, nutritionists, and policymakers in the United States and abroad.

"Highly skewed rural incomes contribute both to widespread hunger, especially among the landless and near-landless, and also to stagnating food production," said Professor C. P. Timmer of the Harvard Business School. "Without question, basic poverty—the lack of adequate purchasing power among consumers and food producers —is the most important cause of hunger. Eliminating poverty is the only solution to basic hunger."

Malnutrition, a confusingly imprecise term, must be distinguished from outright famine, the emergencies that are almost always the result of sudden political upheavals or natural disasters, and which are dealt with through several generally effective international emergency relief agencies, such as the United Nations Children's Fund.

A growing awareness of the distinction, and of the more systemic causes of malnutrition, has led many hunger organizations to shift their emphasis from relief efforts to attempts to reform the agricultural and social patterns within developing countries.

However, there are as many answers as to how this can and should be accomplished as there are countries and cultures. A growing number of experts argue that the ultimate solutions will involve some combination of free-market incentives for agriculture and equitable landholding systems and social policies.

Richard Critchfield, an author who has spent more than 20 years in peasant villages in 50 countries, believes that solutions range from land reform in India and Bangladesh to better price policies and more agricultural investment and technical training in Africa.

Officials of relief organizations such as Save the Children, World Vision, and Caritas, the Catholic relief organization, for example, now talk not of feeding programs but of the need to increase employment and purchasing power among landless peasants—one of the toughest economic problems facing developing countries.

Critics of the United Nations Food and Agriculture Organization argue that the agency needs to do more to push food-deficit countries, particularly in sub-Saharan Africa, to put more emphasis on agricultural production.

The World Bank and other multinational lending institutions are now pouring almost one-third of their loans into agricultural and rural development, and commitments to those sectors have more than doubled since 1975, to almost $5 billion last year.

In the United States, which supplies a rapidly increasing share of the food consumed in developing countries, some reevaluation of the nation's food policies is beginning to be made. Increasingly vocal critics of food aid, on the right and the left, charge that the help rarely reaches those who need it the most. In Bangladesh, for example, several officials with international relief agencies have estimated that only about 25 to 30 percent of food aid ever reaches the poorest people.

Even the wisdom of the United States's all-out grain export policies has come under challenge. The huge shipments, it is argued, help perpetuate an unstable dependence of many countries on imports of staples.

Though there is currently an abundance of cheap grain in the world, a spate of bad weather in the 1980's could easily result in new food shortages, price run-ups, and a clamor for American grain. The richest importing countries, such as the Soviet Union and Mexico, could easily bid the poorest nations out of the market, exposing their populations to the danger of real famine.

Soil experts also warn that all-out exports are threatening American farm productivity by encouraging the planting, year after year, of erosive crops such as corn and soybeans. Already, partly because of increased fuel costs, agricultural productivity in the United States is leveling off. From an average annual rate of increase of 2.6 percent over the last 25 years, the growth of farm productivity slowed to about 1.5 percent over the last five years.

The comparative advantage in agriculture may in fact be shifting to the developing countries, which still make relatively little use of fertilizer or the higher-yielding seeds of the Green Revolution. The potential gains from increased use of these methods are much greater than the gains that the West can expect from existing technology. Combined with the dramatic crop improvements promised by more advanced biological techniques, the poorer nations are certain to raise their food production to levels unimagined only a few years ago.

But no amount of international assistance or technology can substitute for real change within many of the food-deficit countries themselves, nutritionists and agricultural economists agree. ▪

Ann Crittenden

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World Food Day Simulation

PRESENTER 1: POLITICAL ACTION FOR AGRICULTURAL DEVELOPMENT

POLITICAL ACTION

POSITION STATEMENT:

The problems of hunger and poverty are deeply rooted in the economic and political systems of the world. As long as wealth and power are unequally distributed among nations, and among classes of people within nations--as long as we feel that national security comes from missiles and guns--as long as it is more important for us to have cheap bananas than well-fed neighbors--hunger and poverty will always be with us. The governments in both the developed and developing countries must begin to focus on hunger and poverty as the number one issue. East-West confrontation must give way to North-South cooperation. With a small fraction of what the world now spends on armaments, hunger could be eliminated forever, if only we had the political will to do it. The people of the world must turn out of office those governments who don't have ending hunger and poverty as their highest priority, and bring in instead governments which truly focus on meeting people's basic needs.

RECOMMENDED ACTIONS:

- Pass legislation that insures fair and just trade arrangements with developing countries.
- Pass legislation that creates effective foreign aid programs whose purpose is truly the end of hunger--insure that aid is given to those who show a commitment to end hunger and poverty, regardless of their political system.
- Pass legislation and perform lobbying and other activities to insure that the basis of our relationships with developing countries focuses on meeting the basic needs of their people, not on changing their political ideology to match ours.
- Generate programs designed to reduce the gross inequities that exist between the rich and poor, in both developing countries and in developed countries like our own.

EXAMPLES OF SUCCESSFUL PROJECTS/PROGRAMS:

Sri Lanka: In the mid-1960s, the government committed itself to eliminating hunger and brought into existence a program which delivered a daily ration of rice to every Sri Lankan. The program fed the poor and enabled rich and poor alike to buy a little more, thus building up the overall economy of the country.

- People's Republic of China: The Chinese government recognized that it could not stay in power as long as the country remained a "hungry giant." They initiated a wide range of anti-hunger programs ranging from land reform to population control, and as a result, hunger is no longer a basic issue in today's China.

- United States: In the late 1960s, a study done by a group of doctors showed that widespread undernutrition existed in the rural areas of the United States. As a result of the public outcry after that study was released, the government brought into existence such programs as Food Stamps, school lunch programs, Women Infant and Children supplemental feeding programs, and other programs which, by the late 1970s, had resulted in a substantial reduction in undernutrition

PRESENTER 2: DISASTER RELIEF INTERNATIONAL

DISASTER RELIEF

POSITION STATEMENT

Millions of people in the world are dying of hunger and hunger-related causes. If we do not provide food, water, clothing, medical care, and other essentials immediately, many will die. Those who do not die may be debilitated for life. Children will suffer blindness, stunted growth, birth defects, and feeblemindedness. These people are often the innocent victims of drought, political upheaval, war, economic exclusion, and various other disasters. We must feed and care for them now. They must be nursed back to health. There are those who say that we must look toward the future if we are to end hunger. However, if we do not provide these people with what they need now, they will have no future.

RECOMMENDED ACTIONS:

- Provide emergency relief supplies of food and other essentials where they are needed.
- Establish world food reserves to deal with famines and production shortfalls.
- Create rescue teams to evacuate refugees from worst hit areas and to establish refugee camps.
- Establish an "Early Warning System" to identify problems before they become disasters.

EXAMPLES OF SUCCESSFUL PROJECTS AND PROGRAMS:

- Cambodian Relief: From 1979 through 1981, a number of private organizations including Oxfam, CARE, Catholic Relief, Save the Children, and the International Red Cross, along with UN Agencies and Eastern and Western Bloc governments, mounted a major relief effort that saved millions of Cambodian people from death due to hunger and disease.
- Ongoing Feeding Programs: Two U.S. organizations, CARE and Catholic Relief, through food provided under U.S. Public Law 480, and through private contributions, fed over 40 million people per day, according to their estimates.

PRESENTER 3: SELF HELP INCORPORATED

SELF-HELP DEVELOPMENT

POSITION STATEMENT:

A large portion of the world's population goes hungry on a regular basis. Estimates indicate that between one half and one billion people on our planet are undernourished. Of these, only about 3 to 6 percent are actually starving to death. This "tip of the iceberg" is the hunger that we hear about, and only occurs in situations where the daily cycle of ongoing hunger and poverty is disturbed by a disaster such as a flood, drought, earthquake, or war. However, chronic hunger which is "business as usual" takes a terrible toll that we don't hear about. Undernourished people suffer impaired growth and energy levels, and often die of diseases such as diarrhea, measles, whooping cough, and the common cold--diseases which are not normally fatal to those with adequate nutrition.

The purpose of self-help development is to provide the poor and hungry (particularly those in rural areas) with what they need to break the cycle of hunger and poverty. Through land reform, education, access to credit, and improved availability of agricultural inputs such as water, fertilizer, seeds, tools, and technology, the poor will not only be able to feed themselves, they will create an improved standard of living that will provide the impetus for the economic growth of the entire country. Until the poor and hungry can help themselves, we will not see the end of hunger on our planet.

RECOMMENDED ACTIONS:

- Land reform, particularly programs providing "land to the tiller" -- giving land to tenant farmers who now have no incentive to improve the land and make it more productive
- Education programs including functional literacy programs, training in new technologies and agricultural methods, and education in basic health care, nutrition, pre-natal care, and birthing
- Irrigation projects to provide water for agricultural purposes in rural areas
- Rural health clinics and clean drinking water projects to control diseases
- Provision of improved seeds, fertilizers, livestock, tools, and technology to improve agricultural yields

EXAMPLES OF SUCCESSFUL PROJECTS AND PROGRAMS:

- Land reform program in Taiwan in the 1960s, including "land to the tiller," availability of agricultural inputs, and formation of credit cooperatives, created an agricultural boom that strengthened the overall economy of the country and made it possible for many industries to develop.

PRESENTER 3: SELF-HELP INCORPORATED

- Sarvodaya Shramadana movement in Sri Lanka, founded by Dr. A.T. Ariyartne, is a self-help development organization in which peasants pool their labor to improve villages and increase farm productivity. It is active in over 2000 villages, and is one of the reasons that Sri Lanka has the highest quality of life on the Indian Subcontinent.

- Nicaraguan Literacy Crusade which, from March to August 1980, increased the functional literacy rate (the percentage of the population who possess basic reading and writing skills) from under 50 percent to over 88 percent

- "Gift of the Habannae" program among the Wodabbe Folani people of the Sahel in Africa was run by Oxfam-America, and utilized local custom of loaning breeding animals to restock herds lost by nomadic tribes because of drought and the encroachment of civilization. Tribespeople returned to self-sufficiency and maintained their dignity.

PRESENTER 4: EDUCATION FOR SURVIVAL

DEVELOPMENT EDUCATION

POSITION STATEMENT:

Education of individuals in developed countries like our own is basic to ending hunger. First of all, educating people in developed countries about hunger will have an immediate, positive impact on the sources of funding for hunger elimination projects. Former U.S. Agency for International Development Director, Governor John Gilligan, reports a very strong correlation between countries with major expanding foreign aid programs and countries who have had successful domestic development education programs. In addition, people in developed countries must be made aware that many things they and their governments do aggravate the problems of poor people who may live thousands of miles away. Education allows people to recognize what they should and should not do if they are committed to seeing hunger end. Finally, education lets people know that the end of hunger is realistically achievable. They can then act individually, each in his or her own way, to see that the political steps necessary to realize the end of hunger are taken.

RECOMMENDED ACTIONS:

- Provide a broad, nationally accessible base of information about the end of hunger.
- Insure that public and private schools have hunger and development education as part of their curriculum.
- Make hunger and development education available in churches, businesses, and civic groups to insure that accurate information about the end of hunger can be obtained by everyone.
- Effectively utilize the media to provide the public with useful, accurate information about the end of hunger.

EXAMPLES OF SUCCESSFUL PROJECTS AND PROGRAMS:

- The Hunger Project: Created a membership of over 2.2 million people throughout the world who are clearly informed that the end of hunger is realistically achievable. Distributes a regular newsletter on hunger issues to its membership. Provides educational briefings on hunger issues through its volunteer network.

- **Beginner's Guide to Ending Hunger:** Produces weekend workshops to educate the public about hunger issues, and empowers people to take effective individual action.

- **Impact on Hunger:** Utilizes the media, prominent personalities, and educational institutions to communicate about the end of hunger to a broad segment of the public.

- **American Friends Service Committee:** Developed self-education kit entitled "Ending Hunger: It's Possible--It's Happening" which has been used by thousands of groups and individuals.

- **Institute for Food and Development Policy:** Distributes a wide range of informative and educational material about hunger, including "Food First: Beyond the Myth of Scarcity" by Institute founders Frances Moore Lappe and Joseph Collins, and "Diet for a Small Planet" by Frances Moore Lappe, the two largest-selling books with hunger as a major theme in history.

PRESENTER 5: LOCALLY BASED ACTION PROJECT

LOCAL HUNGER ACTION

POSITION STATEMENT:

Hunger exists in the developed world, in the United States, in New York State, and in New York City. Within shouting distance of where you stand, someone is hungry. The most efficient way to end hunger in the world is for each person to end hunger where he or she lives. Sure, it's not as glamorous as working with quaint rural people in their native dress in some far-off country--and it's also a little uncomfortable to admit that the hungry aren't only "out there." But the individual is the one who will ultimately make hunger end, and the process might as well happen here. If cutbacks continue in social services, either hunger will get much worse or individuals will step in and make the difference. Don't leave the job to someone else--you can and should end hunger and you can start right in your own neighborhood.

RECOMMENDED ACTIONS:

- Develop a grassroots network to communicate with city, country, or state legislators, to insure that they are aware of local hunger and are taking action to alleviate it.
- Develop grassroots education and communication networks to insure that information about local hunger is available to everyone in churches, synagogues, schools, supermarkets, bowling alleys--everywhere the public gathers.
- Develop support for local relief organizations like food pantries, shelters, food banks, and half-way houses.
- Develop support for establishments that make wholesome food available inexpensively: canning centers, gleaners, farmers' markets, community garden organizations.
- Provide funding for local hunger organizations through grassroots support of raffles, hunger walks, carnivals, door-to-door campaigns, and so on.

EXAMPLES OF SUCCESSFUL PROJECTS AND PROGRAMS:

- Sister Lucy Poulin and Project HOME: Organized local individuals in Maine into small industries and farming cooperatives, substantially improving living standards for the poor.
- Impact on Hunger: In three to four years, this group of individuals utilized the media to spread the word that hunger can end and was instrumental in having a hunger education program become a reality in New York City schools.
- "Bag Ladies Ball": A single individual, Katie Peebles, working with the Boston Council of Elders, created a benefit ball to raise money for the return of the "Meals on Wheels" van to Boston's streets.

PRESENTER 1: POLITICAL ACTION FOR AGRICULTURAL DEVELOPMENT
OBJECTIONS TO OTHER PROPOSALS

To assist you in your presentation, here are some objections that have been made to the ideas and suggestions to be presented by the other panelists. You may use them in the discussion following the presentations.

OBJECTIONS TO DISASTER RELIEF:

1. Giving food feeds people but does not contribute to their becoming self-reliant.
2. Much food is wasted, stolen, or feeds the rich and never gets to the poor.
3. Providing free or inexpensive food undermines the local farmers who grow food to sell.
4. Much food "aid" is designed to aid the donor--particularly the farmers in developed countries--and not the recipients in poor countries.

OBJECTIONS TO SELF-HELP:

1. When projects are funded by outside sources, funds often don't get to the most needy; don't take real local needs into account; or undermine local leadership.
2. Projects are often politically motivated, designed to quell unrest among dissatisfied rural people or support an unpopular government "friendly" to the donor, without actually addressing deep social problems.
3. Development may help some while hurting others--overall long-term effects may be detrimental since a single project may create an "island of salvation" to which droves of people are drawn, thus straining resources and causing the ultimate breakdown of systems for meeting basic human needs.

OBJECTIONS TO DEVELOPMENT EDUCATION:

1. Educating people who are hungry is not enough to eliminate hunger--education doesn't feed anyone.
2. The cost of education is too high--the money could be spent better on other programs.
3. A little bit of development education is a dangerous thing. Ending hunger should be left to the hunger experts.

OBJECTIONS TO LOCAL ACTION:

1. Nations with really serious hunger problems are unlikely to have any local hunger projects; we should focus on larger anti-hunger efforts.
2. Individuals can do little to deal with the enormous problems of hunger. It is a systemic problem that must be handled on national and global levels.
3. Local leadership knows little about the methods that will eliminate hunger. Combating hunger is a job for specialists.

PRESENTER 2: DISASTER RELIEF INTERNATIONAL
OBJECTIONS TO OTHER PROPOSALS

To assist you in your presentation, here are some objections that have been made to the ideas and suggestions to be presented by the other panelists. You may use them in the discussion following the presentations.

OBJECTIONS TO POLITICAL ACTION:

1. Governments are insensitive. Political action cannot be more than marginally effective.
2. Focusing on the elimination of hunger and poverty in foreign policy is naive. While "do-gooding" goes on, the enemy can be getting more powerful.
3. Supporting oppressive, totalitarian governments just because they are trying to combat hunger merely prolongs the reign of such regimes.

OBJECTIONS TO SELF-HELP:

1. When projects are funded by outside sources, funds often don't get to the most needy, don't take real local needs into account, or undermine local leadership.
2. Projects are often politically motivated, designed to quell unrest among dissatisfied rural people or support an unpopular government "friendly" to the donor, without actually addressing deep social problems.
3. Development may help some while hurting others--overall long-term effects may be detrimental since a single project may create an "island of salvation" to which droves of people are drawn, thus straining resources and causing the ultimate breakdown of systems for meeting basic human needs.

OBJECTIONS TO DEVELOPMENT EDUCATION:

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OBJECTIONS TO LOCAL ACTION:

1. Nations with really serious hunger problems are unlikely to have any local hunger projects; we should focus on larger anti-hunger efforts.
2. Individuals can do little to deal with the enormous problems of hunger. It is a systemic problem that must be handled on national and global levels.
3. Local leadership knows little about the methods that will eliminate hunger. Combating hunger is a job for specialists.

PRESENTER 3: SELF-HELP INCORPORATED
OBJECTIONS TO OTHER PROPOSALS

To assist you in your presentation, here are some objections that have been made to the ideas and suggestions to be presented by the other panelists. You may use them in the discussion following the presentations.

OBJECTIONS TO DISASTER RELIEF:
1. Giving food feeds people but does not contribute to their becoming self-reliant.
2. Much food is wasted, stolen, or feeds the rich and never gets to the poor.
3. Providing free or inexpensive food undermines the local farmers who grow food to sell.
4. Much food "aid" is designed to aid the donor (particularly the farmers in developed countries) and not the recipients in poor countries.

OBJECTIONS TO POLITICAL ACTION:
1. Governments are insensitive. Political action cannot be more than marginally effective.
2. Focusing on the elimination of hunger and poverty in foreign policy is naive. While "do-gooding" goes on, the enemy can be getting more powerful.
3. Supporting oppressive, totalitarian governments just because they are trying to combat hunger merely prolongs the reign of such regimes.

OBJECTIONS TO DEVELOPMENT EDUCATION:
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OBJECTIONS TO LOCAL ACTION:
1. Nations with really serious hunger problems are unlikely to have any local hunger projects; we should focus on larger anti-hunger efforts.
2. Individuals can do little to deal with the enormous problems of hunger. It is a systemic problem that must be handled on national and global levels.
3. Local leadership knows little about the methods that will eliminate hunger. Combating hunger is a job for specialists.

PRESENTER 4: EDUCATION FOR SURVIVAL
OBJECTIONS TO OTHER PROPOSALS

To assist you in your presentation, here are some objections that have been made to the ideas and suggestions to be presented by the other panelists. You may use them in the discussion following the presentations.

OBJECTIONS TO DISASTER RELIEF:

1. Giving food feeds people but does not contribute to their becoming self-reliant.
2. Much food is wasted, stolen, or feeds the rich and never gets to the poor.
3. Providing free or inexpensive food undermines the local farmers who grow food to sell.
4. Much food "aid" is designed to aid the donor--particularly the farmers in developed countries--and not the recipients in poor countries.

OBJECTIONS TO SELF-HELP:

1. When projects are funded by outside sources, funds often don't get to the most needy, don't take real local needs into account, or undermine local leadership.
2. Projects are often politically motivated, designed to quell unrest among dissatisfied rural people or support an unpopular government "friendly" to the donor, without actually addressing deep social problems.
3. Development may help some while hurting others--overall long-term effects may be detrimental since a single project may create an "island of salvation" to which droves of people are drawn, thus straining resources and causing the ultimate breakdown of systems for meeting basic human needs.

OBJECTIONS TO POLITICAL ACTION:

1. Governments are insensitive: Political action cannot be more than marginally effective.
2. Focusing on the elimination of hunger and poverty in foreign policy is naive. While "do-gooding" goes on, the enemy can be getting more powerful.
3. Supporting oppressive, totalitarian governments just because they are trying to combat hunger merely prolongs the reigns of such regimes.

OBJECTIONS TO LOCAL ACTION:

1. Nations with really serious hunger problems are unlikely to have any local hunger projects; we should focus on larger anti-hunger efforts.
2. Individuals can do little to deal with the enormous problems of hunger. It is a systemic problem that must be handled on national and global levels.
3. Local leadership knows little about the methods that will eliminate hunger. Combating hunger is a job for specialists.

PRESENTER 5: LOCALLY BASED ACTION PROJECTS
OBJECTIONS TO OTHER PROPOSALS

To assist you in your presentation, here are some objections that have been made to the ideas and suggestions to be presented by the other panelists. You may use them in the discussion following the presentations.

OBJECTIONS TO DISASTER RELIEF:

1. Giving food feeds people but does not contribute to their becoming self-reliant.
2. Much food is wasted, stolen, or feeds the rich and never gets to the poor.
3. Providing free or inexpensive food undermines the local farmers who grow food to sell.
4. Much food "aid" is designed to aid the donor--particularly the farmers in developed countries--and not the recipients in poor countries.

OBJECTIONS TO SELF-HELP:

1. When projects are funded by outside sources, funds often don't get to the most needy, don't take real local needs into account, or undermine local leadership.
2. Projects are often politically motivated, designed to quell unrest among dissatisfied rural people or support an unpopular government "friendly" to the donor, without actually addressing deep social problems.
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OBJECTIONS TO DEVELOPMENT EDUCATION:

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OBJECTIONS TO POLITICAL ACTION:

1. Governments are insensitive: Political action cannot be more than marginally effective.
2. Focusing on the elimination of hunger and poverty in foreign policy is naive. While "do-gooding" goes on, the enemy can be getting more powerful.
3. Supporting oppressive, totalitarian governments just because they are trying to combat hunger merely prolongs the reign of such regimes.

Background Information on Member Nations

You are the representative from India. Below is information about your country that is relevant to the discussion that will go on. Try to determine your nation's interests, and act accordingly.

CONTINENT: Asia

POPULATION: 714 Million

FORM OF GOVERNMENT: federal republic

PER CAPITA GNP: $240 per year

POPULATION GROWTH RATE: 2.0% per year

POPULATION DOUBLING TIME: 35 years

DAILY CALORIC INTAKE: 2210 calories per day

DAILY PROTEIN CONSUMPTION: 53 grams per day

INFANT MORTALITY RATE: 123 per 1000 live births

IMPORTANT DEFINITIONS AND CONCEPTS

GNP (GROSS NATIONAL PRODUCT): The value of all goods and services produced in a year.

PER CAPITA GNP: GNP/POPULATION The value of the average amount of goods and services produced, based on the entire population of a country. (Ex.: U.S.=$11,360, Portugal =$2350)

POPULATION GROWTH RATE: The percent increase in population in a year. (Ex.: U.S.=0.7, Saudi Arabia=3.2)

POPULATION DOUBLING TIME: The number of years it will take the population to double at the current growth rate.

DAILY CALORIC INTAKE: The number of calories taken in by the average resident of a country daily. (FAO recommends 2600 calories per day.)

DAILY PROTEIN CONSUMPTION: The grams of protein taken in by the average resident of a country daily. (FAO recommends 65 grams daily as a minimum.)

INFANT MORTALITY RATE: The number of deaths of children below the age of 1 year per 1000 live births in a country. (Ex.: U.S.=11.8, Bangladesh=136.)

Data Sources: *1982 World Population Data Sheet* of Population Reference Bureau; *CIA Factbook, 1982;* and *The Book of World Rankings, 1979.*

Worksheet for Delegates from Nations

You should try to define the interests of your nation based on the information given on the fact sheet and any research you have done. Then, from the point of view of your nation's interests, listen to each representative of an organization and pick out the positive and negative points made. Use the space below for notes:

---

1. Our country's needs are:

   a_____

   b_____

   c_____

   d_____

---

2. Positive and negative points made by each representative of an organization:

	POSITIVE	NEGATIVE
1		
2		
3		
4		
5		

Subtheme F *Tradition and Change*

Worksheet F-1

Change Comes to Third World Nations

United Nations photo.

1. Women shop in a market in Abidjan, capital of the Ivory Coast and one of the fastest growing cities in the world.

Picture from Leon E. Clark, ed., *Through African Eyes: Cultures in Change*, Unit II, *From Tribe to Town: Problems of Adjustment* (New York: Praeger Publishers, 1971), p. 4.

United Nations photo.

2. An African woman shops

Picture from Unit I of the same work, *Coming of Age in Africa: Continuity and Change*, p. 83.

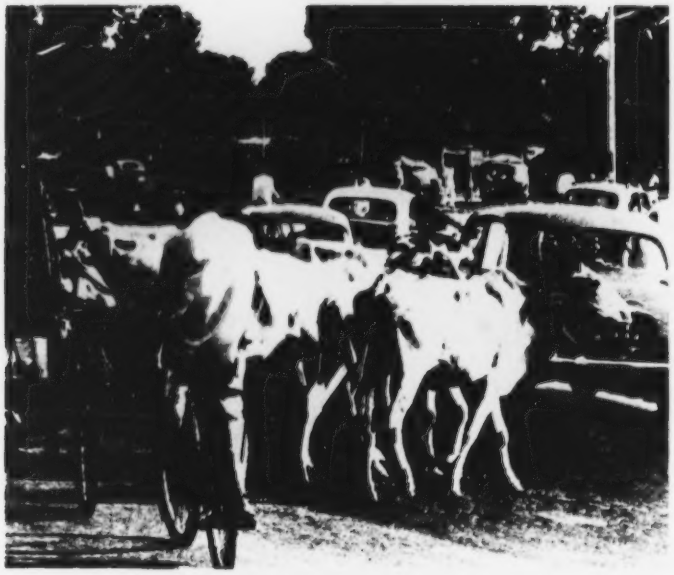
3. These village women are excited about their new sewing machine.

Picture from Social Science Staff of the Educational Research Council of America, *Area Study: The Indian Subcontinent*, Learner Verified Edition II (Boston: Allyn and Bacon, 1976), p. 89.

4. Photograph from Social Science Staff, Educational Research Council of America.

5. Nigerian youngsters watch closed-circuit educational TV.

Photograph from UNESCO/Studio Raccah.



6. Cows in downtown New Delhi traffic

Picture from Nancy Palmer Photo Agency.

Exercise

HOW DO THESE PHOTOGRAPHS SHOW THAT THE WAY OF LIFE IN AFRICA AND INDIA IS BECOMING MODERN? (List evidence of modernization.)	HOW DO THESE PHOTOGRAPHS SHOW THAT INDIANS AND AFRICANS ARE HOLDING ON TO THEIR TRADITIONS? (List evidence of tribalism.)

Effects of Modernization on the Masai

The following selection illustrates the effect change has had on many Africans. In this case, the individuals involved are young women of the Masai tribe in Kenya.

For the first time since they arrived, Jim saw them from a distance.

They were more beautiful than he had imagined women could be. A great deal of their lure was in the clear golden skin with the slightest hint of copper. The everlasting plaster of lamb's fat and red ocher . . . gave the other girls a motley coloring never their own but taken as normal. The shaven heads were ugly by the side of softly waved tresses that hung to the shoulder. . . .

He wondered.

These were two girls picked at random to be taught English, and sent on to learn nursing. Other girls chosen . . . were in New York, Stockholm, Paris, Rome, Hamburg, and Geneva. If all of them were changed in the same way, they could have an effect not less than stupefying on the women left behind. If more women, or most women, or all women took the same schooling, the habits of an entire people must change within a few years.

If all boys were schooled as he had been, then the people would be Europeanized well within a generation.

Boys and girls, men and women, schooled in English.

Euro-Masai.

It could be done. The two girls walking and arguing with Olle Tselene had only a few years before worn hide skirts. . . .

"We need communal baths and swimming pools," Martha was saying. "The river's got plenty of water. Public lavatories. Children's playgrounds. A maternity clinic. There's no end to it."

"Pull these houses down," Betty said. "Disease is grimed in the walls. . . . give the people good houses, and send all the children to school. Not only to learn English, but a better way to live."

"And how many boys will come back to guard the herds?" Olle Tselene asked, "How many girls will come back to the manyatta [compound]? How many people shall we have in ten years, or twenty? . . . You two have changed. . . . Are you coming back to us?"

"To the hospital, yes, both of us," Betty said. . . .

"You will never come back to the manyatta, any of you," he said, as a statement. "Would you put on the clothes of our women?"

Martha shook her head.

"Would you live in our houses?" he asked.

Martha looked at the circle of mud walls.

"No," she said, loudly. . . .

"What am I to say to the fathers of our sons and daughters?" he said, wiping his mouth. "Your daughters are not Masai? Your sons are men of another people? . . . Shall I be the one to cause the extinction of our people? . . . Without schooling we shall become extinct. The world outside is growing without us. But with the school, and this English language, and other ways of living, we are nearer to extinction. You are European women. . . . "

From Richard Llewellyn, *Man in a Mirror* (New York: Doubleday & Company, 1961), pp. 48-51, as excerpted in Mounir A. Farah et al., *Global Insights: People and Culture* (Columbus, Ohio: Charles E. Merrill Publishing Co., 1980), pp. 54-55. Reprinted by permission of Curtis Brown, Ltd.

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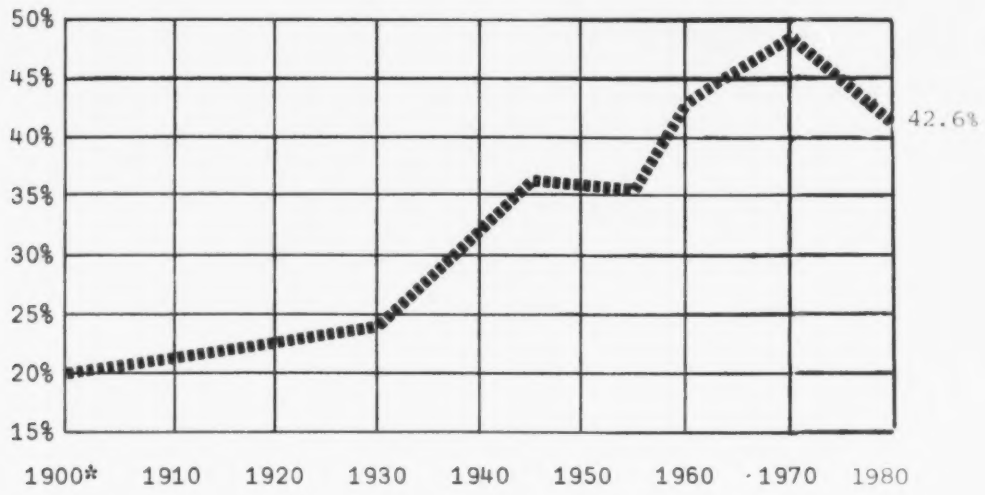
Women in the American Work Force

This graph shows the percentage of American women at work in 1900 and today.



*estimate

Data from Bureau of Labor Statistics.

EXERCISE

1. What percentage of American women worked outside the home in the year 1900?

   _____

2. During which ten-year period did the sharpest increase in the number of women working occur?

   _____

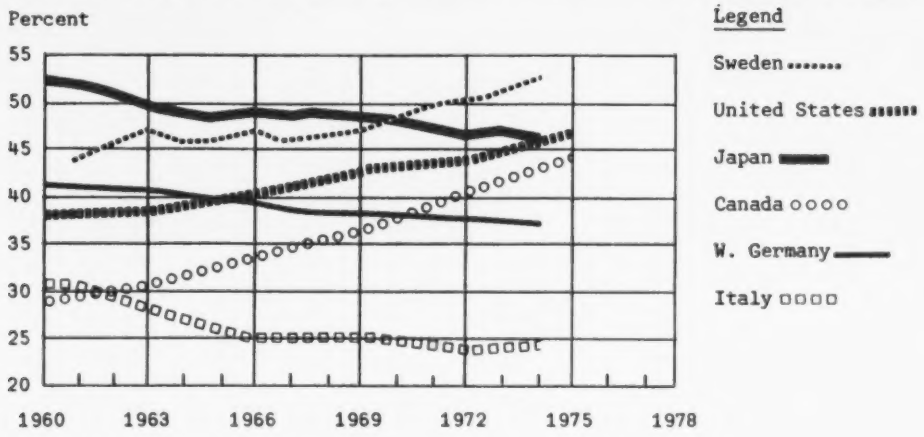
3. What general trend does this graph show in the number of American women working?

   _____

   _____

From *Work in Tomorrow's World*, by Rudie W. Tretten, Cathryn J. Long, and Margaret S. Branson. Copyright © 1979 by Global Perspectives in Education, Inc., 218 East 18th Street, New York, New York 10003. Reprinted by permission.

The Percentage of Working Women in Six Industrial Countries



Data from Bureau of the Census.

1. In how many of the six countries is the percentage of women working on the increase? _____

2. In how many has it decreased? _____

3. What country has experienced the greatest gain in the percentage of women working?

   _____

4. Which now has the highest percentage of women in the labor force?

   _____

5. What guesses can you make about why the United States is not the highest in either category?

   _____

6. Below is a list of reasons American women give for entering the work force. Check the ones that you think <u>might</u> explain the trend in Japan and Europe.

_____ a) "Inflation makes it impossible for a family to live on one salary."

_____ b) "I want to prove that women have just as much right to any job as men."

_____ c) "Society has changed. Women aren't chained to the kitchen and nursery anymore."

_____ d) "I have an education--the first woman in my family to go to college. I want to put that education to work."

_____ e) "It is better for the family if the men help raise children and if women help pay the bills."

_____ f) "Working is more interesting than staying home."

Subtheme F *Tradition and Change* **Worksheet F-4**

The Changing Roles of Women in India, China, and Syria

Reading Selection A: Five Indian Women

As you read through the five sketches, look for the answers to these questions:

1. What special influence does the family have over an Indian girl or young woman?
2. Does the wife, husband, or mother-in-law have the greatest authority? How can you tell?
3. In what ways is Rakha different from the other four?

SHARDA

A public relations executive earning Rs. 1,500—a month (about US $190). She is 31 years old and has two children. She is married to a chartered accountant who earns between Rs. 2,000/- to Rs. 3,000/- monthly (about US $250 to $380).

Sharda's marriage was an arranged one, and despite her academic qualifications and earning capacity, her parents had to give her, in addition to a trousseau and household equipment, an ample cash dowry. Sharda did not protest, and her parents did not expect her to, a dowry being customary.

JANAKI

A domestic servant, she sweeps and cleans in a number of apartments. Scrubbing vessels, washing clothes, grinding the spices, Janaki makes altogether Rs. 80/- per month (about US $10).

She was married when she was about 15 and deserted before she was 25 because she produced female children only. No alimony or child maintenance for Janaki. She has never heard of such things. She and her four girls subsist on the wages she gets working from morning to evening.

RAKHA

Eighteen years old, she wears jeans, maxis, saris, with equal ease. She is at the university and would like some day to have a job. While she accepts the idea of an arranged marriage ("my parents want only the best for me"), she is determined not to marry an only son ("too close a bond with his mother") and she will not ever agree to live in a joint family. "I want to be independent" she asserts.

MARIAMMA

A nurse and unmarried, she is the second in a family of six. When she came of an age to be married, there was no money for her dowry and, besides, she had four young brothers to be educated. So Mariamma was sent for nursing, and every month the larger part of her meagre earnings went to the brothers.

She is now 35 and unlikely to get married. But she never questions the idea that her first duty was to her brothers.

RAJYALAKSHMI

An ANM in her twenties, she lives and works in the villages of Uttar Pradesh more than a thousand miles from her native Kerala. It took great courage for a young girl like Rajyalakshmi to go so far from home in search of a job. A few years ago it would have been unthinkable for a young unmarried girl to live among strangers, work for a living, unprotected by any male relative.

***ANM: Auxiliary-Nurse-Midwife.**

"Five Indian Women" from Norma Kankalil, "The Indian Woman," *UNICEF News*, No. 82 (New York: UNICEF Public Information Division, United Nations, 1974), pp. 17-19.

Reading Selection B: The Story of Chi Ping

The following story is that of a teenager in China today. As you read the story, look for the answers to these questions:

1. Critics have described the Chinese attitude toward sex as "puritanical." Do you agree? How does it fit the social and economic structure of Chinese society?
2. Do you think China will change much when the generation that knew the "old China" is gone?
3. Do you think the rights to travel and choose work are important for women? Why or why not? Why should Chinese women look on these questions differently from American women?

I am only 17 years old, so I have heard of the old China only from books and media, and older people. Still I feel I know it very well because I have heard so much from older villagers and people sent to speak to us by the government.

My main concern now is work. I have just finished middle school and gone to work as a teacher and field worker in my commune. I have many friends among the boys and girls here, but I do not want to think about marriage for several years yet—Chairman Mao urges us to marry after 25. And, we have learned that sex and family are not as important as our work for the State. We say that it is unseemly for women and men to show their mutual attraction in public. And why should a girl paint herself and dress in a costume just to make herself an object of pleasure? My braids and blue pants and tunic are good for serving the people in the fields and classroom.

One of my dreams is to travel around and see something of the world. Perhaps one day I can find a way to serve in doing that. I try not to wish it just for myself. It is selfish to think that way. I heard from my cousin in the city recently that she was helped in avoiding selfish thoughts by members of her neighborhood committee. She works as a spinner in a large silk factory, and she had been wishing for another job. Her neighbors heard rumors of this and invited her to their group meeting. There, everyone told her how much her labor in the factory was needed. If some day the State found she was needed elsewhere, it would be her privilege to go. Meanwhile, she should be happy to be working instead of just being a decoration, as so many women were in the old China. Finally she agreed. I keep her letter telling this story as a reminder to myself.[6]

From *Intercom 81, Women and Men: Changing Roles in a Changing World*, by Andrea B. Karls. Copyright © 1976 by Global Perspectives in Education, Inc., 218 East 18th Street, New York, New York 10003. Reprinted by permission.

Reading Selection C: The Winds of Change

This story is about a woman in Syria. As you read it, look for the answers to these questions:

1. Why did the village men treat Bushra with anger?
2. How does Bushra think men use the Koran to hold Syrian women back?
3. How does Bushra believe the Koran actually supports equality for women?

The men of the village seemed ready for some kind of showdown. Bushra felt it couldn't come too soon. They had not been friendly toward her since she had arrived. It was a silent war they had declared on her. No words, just silence and hard stares.

"Well," Bushra thought, "I am not alone. The thousands of us in Syria's Women's General Union know what we must do and I must be strong."

At the agreed-upon hour, five men filed into her classroom. Three were husbands of her students. The other two had daughters who were taking the **literacy** class.

The men didn't seem sure of themselves at first. They looked at each other or gazed around the room. They looked everywhere but at her. Their uneasiness made Bushra feel more sure of herself.

"If you like, I will begin," she said, trying to keep her voice calm. "You have come to ask me to stop teaching. You would like me to leave the village."

A man she knew as Siham Kanafi's husband spoke.

"We are not against your teaching," Mr. Kanafi said. "Many of the women can now read and write. We are happy about that. Others are learning skills, like making rugs. That too is good."

"If these things are good," Bushra said, "why is there a problem? Why do you treat me with such anger?"

There was a moment's silence. The men looked at Kanafi. It was clear that he was to speak for the group.

"It is your ideas we do not like," he said finally. "You teach wrong things to our wives and our daughters."

One of the older men, the father of a student, nodded his head. "That is right," he said loudly. "I feel that a dangerous storm will sweep our village. It is like the heavy winds that come before the rains."

Bushra had to keep herself from smiling at his flowery words. She spoke to Kanafi. "I speak nothing but the truth. I want only what is best for your wives and daughters."

"But you tell them about divorce," replied Kanafi. "You say that they can receive money if a man divorces them."

"That is the truth," Bushra said firmly. "That is the law of Syria."

Kanafi smiled. "The government passes many laws. Some we must obey. But some go against our traditions. And our traditions are strong. We believe in the Koran. We believe that women were not meant to do certain things."

"I also believe in the Koran," she answered. "So do the members of the government. In fact, the beliefs of Islam are stronger by the new laws."

"How can that be?" the older man asked. "One by one they take the traditions away. First, they said women no longer need to wear the *chadra* (veil). Then came the law that ended *purdah* (the separation of women). Women now want to work in the same jobs as men. I ask you, what will be left of the Koran?"

Bushra answered, "These ideas are all wrong. The Koran says nothing about *purdah* or the *chadra*. These ideas came long after the teachings of the prophet Muhammad.

She was angry now, her voice rising. These were exactly the beliefs that were holding the women of Syria back. The men always tried to use the Koran to support the traditions that they did not want to change.

When Kanafi answered, his voice was very calm. "The Koran states that men are in charge of women. *Allah* has made one to be superior over the other. And the Koran also says that a man can have more than one wife. That, too is now against the law."

Bushra could see that the others admired his speech.

"This is what men have been saying for hundreds of years," she answered angrily. "You read the Koran the way it suits you. That is what you have always done."

She stopped suddenly. This was no good. The more angry she became, the more they would feel they were right. She breathed deeply and started again.

"Let me tell you some things the Koran says. It states that men are *responsible* for women. That is very different from bossing them. The prophet taught of fair treatment for women. 'Be fair,' the Koran says. 'Do not be unjust.' The Koran says that a man could have more than one wife only if he could treat them equally and fairly. That is almost impossible to do."

Kanafi started to speak but she raised her hand to stop him.

"There is one more thing. In the early days of Islam, women and men shared in building a great empire. Women were encouraged to learn. Women worked side-by-side with the men. They even fought along with them. All these 'traditions' you are so proud of, came only after the great empire ended."

There was a long silence. No one seemed to know quite what to say. It was as though the men thought Bushra had lost her mind and there was no use trying to reason with her.

Then Kanafi said, "If you must keep these ideas, it will not go well. You cannot come here in your Paris clothes and change our lives. We will live as we please. You may find yourself in a school with no pupils."

"I will take that risk," Bushra said. "I believe the women of this village will insist on their right to learn."

The meeting ended. No one was sure who had won. "Time will tell," Bushra thought. She went back to work on the lessons for the next day. She tried hard to act as if everything was alright.

Photo: Copyright © 1979 by Addison-Wesley Publishing Company, Inc. All rights reserved.

"The Winds of Change" from David C. King and Larry E. Condon, *Middle East and North Africa* (Menlo Park, Calif.: Addison-Wesley Publishing Co., 1979), p. 137 ff.

Subtheme F *Tradition and Change*

Worksheet F-5

Expectations and Assumptions

EXPECTATIONS

Each of the eight situations below says something about the way men and women are expected to behave, and how people act on their own expectations. As you consider each, try to decide what assumptions are being made. Write that assumption in a sentence next to each situation.

ASSUMPTIONS

a. Does your mother work? Explain how.
b. A mother with young children is running for political office. The question is repeatedly raised, "Who is taking care of your children?" A father with young children is running for political office. No one asks who is taking care of his children. Why not?
c. A young woman walks down the street alone pushing a baby carriage. A young man does the same thing. What would you predict to be the reactions of passersby?
d. You see a woman smoking a pipe or a man carrying a purse. Are you surprised? Why?
e. A young woman traveling alone checks her luggage with the curbside skycap. "Are you going home for a wedding?" he asks. "No, I'm on a business trip." She boards the plane and settles into her seat. The man next to her, making conversation, inquires, "Are you visiting relatives?" She explains she's on business, going to a convention. Her comment is greeted by a stunned silence.

Subtheme F *Tradition and Change* **Worksheet F-5 (continued)**

f. A woman hired for a job also performed by men is paid only two-thirds as much as the men. Explanation: A woman isn't the sole provider of a family; she doesn't need as much as a man does. Does anyone consider that the men might be bachelors? Does anyone consider that a woman might be the sole support for a household?

g. Two people apply for the same job. They are about the same age and have similar educational qualifications and experience. One is male, the other female. Who do you think would be hired if you knew the position was for a secretary? If the job was on a road construction crew? Why? Do you think the answers would be the same in other countries?

h. You want to help another country increase its food production. You decide that providing tractors, and training programs for their use, would be the best means. Seventy percent of the farm workers in that country are women. But the training program is offered to men only. Why?

United Nations photo

From *Intercom 81, Women and Men: Changing Roles in a Changing World,* by Andrea B. Karls. Copyright © 1976 by Global Perspectives in Education, Inc., 218 East 18th Street, New York, New York 10003. Reprinted by permission.

Nuclear Family Replaces Extended Family

Although most people in India live in joint families, some -- particularly educated people living in the cities -- do not. Radha is a young woman who lives in the city of Madras. In the following interview, printed in 1972, Radha was asked about her future marriage.

Question: You...live in a modern family and have had education. Two years of college, I think you said. As you consider marriage, would you rather live in a traditional joint family or be alone with your husband?

Radha: Oh, the joint family, absolutely. I would never consider anything else.

Question: Why? You would have so much less freedom, so much less opportunity to know your husband and enjoy doing things with him.

Radha: I would be too lonely without the other women, without all the uncles, aunties, and children. Also, I would have to do all the housework. That is too much -- going to the bazaar every day, cleaning all the foods, doing all the cooking, cleaning, and washing. Unless I am lucky enough to get a husband with a good job, so we could have servants. But that's impossible -- my father can't give a good dowry [money or goods that a woman brings to her husband when she marries].

Question: But what about your relationship with your husband? Isn't this important to you?

Radha (hesitantly): What is a husband? He goes to work, he sees his friends. He would never discuss things with me, would never take me to the cinema. We would go to visit relatives, but that is all.

Question: Then, what of your relationship with your children? You would have them all to yourself in a separate family.

Radha: It would be too much! I have seen my friend almost crazy because of her children. They haven't other children to play with, aunties to go to, and they are always crying and fighting.

Question: But little children do grow up. Can you think of them as going to school and having school friends?

Radha: That would happen, of course. But mostly I can only think that I would want my son to care for me when I am old. That can only happen in a joint family.

* * * * * * * * * * * *

The extended family is declining in many cultures. One country where the extended family is passing is Korea. The following essay by one older Korean man appeared in a Korean newspaper in 1970.

In Korea today, there is a huge difference in life-styles between father and son. The father berates his "worthless child for having no sense of properties." The son -- with some rightness, I fear -- complains of his "narrow-minded old man." And so fathers and mothers are driven from their children and condemned to a sorrowful and lonely old age.

We hear many sad stories. The mother of one high-ranking leader passes her last years with tears in the corner of a dark back room. Another mother took in sewing to help her son who was studying in the United States. She died alone of malnutrition without ever having seen her son, the Doctor of Philosophy. I have also heard of a widowed mother of five sons and theree daughters who is left to endure her tearful and lonely proverty without a single holdiay caller the year round.

I am sure this sort of thing is not limited to just a few families. It appears to be widespread. It has happened as our traditional family system collapsed and the nuclear family system began to spread in Korea.

I am not necessarily defending the extended family. Nor am I saying that the nuclear family will never do for us. Roles in our society, as in the West, have already changed. Hence, the spread of the nuclear family is an unavoidable trend. Just the same, must we stand around idly watching the miserable last years of our old people? Must we be spectators to a tragedy happening in every corner of our society?

We have a long and beautiful tradition of the extended family. I should like to think that we could somehow borrow from our experience tocover such shortcomings in the nuclear family system. We cannot, of course, re-establish the extended family system. But still, mightn't we borrow some of its strong points? Couldn't we keep alove the traditional loving respect for parents? It might make it possible to have a dialogue between the generations while we seek to save the way and order of our culture.

From Clarence L. VerSteeg, *World Cultures* (New York: CBS College Publishing)

The Islamic Revival

INTERNATIONAL

'LAUGHING IS A CRIME'

The "Islamic revolution" has transformed Iran into a rigid theocracy—and a country without joy. From Teheran, NEWSWEEK's *Paul Martin filed this report:*

The coast of the Caspian Sea was known once as "the Iranian Riviera." Now it is an outpost of puritanism. Fences stretch from the pebbled beaches into the sea to enforce Ayatollah Ruhollah Khomeini's dictum that men and women shall not swim together. With the beginning of the month-long Ramadan fast, bathers have been warned that sea water cannot touch their lips, and vendors of sweets and ice cream have been ordered to close down their stalls. Religious vigilantes order hand-holding couples to "behave"—unless they can produce a marriage license. "Khomeini says men and women get bad thoughts swimming together," said a 17-year-old girl vacationing with her parents. "Perhaps it is in the mind of the beholder."

Khomeini rules Iran like a medieval ethnarch. Last week, he banned all music from Iranian radio, denouncing it as the "opium of the mind." The director of the state broadcast service interpreted the ban as applying only to Ramadan. But the true believers were less flexible. At the Inter-Continental Hotel in Teheran, a group called "the Crusaders of the True Path" burst into a reception, threw out the dance band and announced that the party was over. On television, favorite series like "Kojak" and "Wonder Woman" have been canceled in favor of harangues by Khomeini and documentaries on the annual pilgrimage to Mecca. The lone U.S. series remaining on the television schedule is "Little House on the Prairie."

'IMMODEST' DRESS: The ban on mixed swimming has spread to Teheran's luxury hotels, which cater mostly to foreigners, and to the pool at the U.S. Embassy. Revolutionary guards frequently chide embassy wives and women personnel for their "immodest" dress and behavior. And at a resort, three girls who were spotted giggling beside the pool were arrested by revolutionary enforcers and were threatened with a public lashing for "immoral behavior." They were rescued by a friend who had connections in the local revolutionary *komiteh.* "Laughing is a crime in the Islamic Republic," said a disillusioned Iranian student who interrupted his studies in the U.S. to fight for the revolution. "You must not enjoy yourself by any means."

With Khomeini concentrating on morality, Iran's economy is in a shambles. Industrial production has declined by 60 per cent and foreign trade is down 40 per cent. Last week, Iran canceled plans to build a second natural-gas pipeline to the Soviet Union. Western firms may lose as much as $80 billion in lucrative contracts awarded by the Shah; already the revolutionary ax has fallen on eight multibillion-dollar development projects. "As far as we're concerned, Iran is a cemetery," said the executive of one American company.

Life is also tough for foreign newsmen, who have been told that their movements will be restricted and their interviews monitored; so far, two American reporters have been expelled. The repressive atmosphere has disaffected intellectuals and the middle class. When lawyer Hedayatollah Matine-Daftary made a trip abroad recently, Khomeini declared: "I would advise other Westernized intellectuals to follow him."

'JUDGE BLOOD': Khomeini's type of revolutionary justice is perhaps the major cause of disillusionment. Ayatollah Sadegh Khalkali, the chief revolutionary judge, has acquired the nickname "Judge Blood" for his quick resort to the firing squad. Khalkali's courts have sentenced almost 400 former ministers, generals, officials and associates of the Shah to death. "Nobody particularly wept for a good many of these people," Matine-Daftary told me. "But enough is enough."

Prosecutor general Fatollah Abdul Hassan Bani-Sadr insisted last week that the revolutionary courts' writ extends only to "massacres, torture and crimes against the independence of the country," and that they have "no right to meddle in morality questions." But Khalkali's tribunals recently executed five madams and three homosexuals convicted of raping minors. Despite a partial amnesty issued by Khomeini himself three weeks ago, Judge Blood has ordered so many arrests that Bani-Sadr was forced to tell his skeletal police force recently: "No arrests of criminals. The jails are full."

BOOTLEGGING: The middle class also resents Khomeini's ban on alcohol. It has given rise to a bootlegging industry and to a racket known as the "double-headed roadblock." Groups of armed men sell liquor on street corners; down the street, confederates posing as guardians of morality stop the purchasers and confiscate the goods. But drinkers keep on drinking. When a mullah in northern Teheran ordered four offenders whipped, the neighborhood rose in revolt. A mob drove him out of his house with shouts of "Down with religious dictators."

To the extent that it has succeeded, the campaign against liquor has only produced an uglier abuse: the use of hard drugs. Among 35 million Iranians, there are said to be 2 million addicts, and the number seems to be growing. In the provinces of Azerbaijan and Khorassan, farmers planted poppies this spring in place of less profitable crops and flooded the drug market with 600 tons of opium. Khomeini's floundering central government was powerless to stop them.

'Quiet!'

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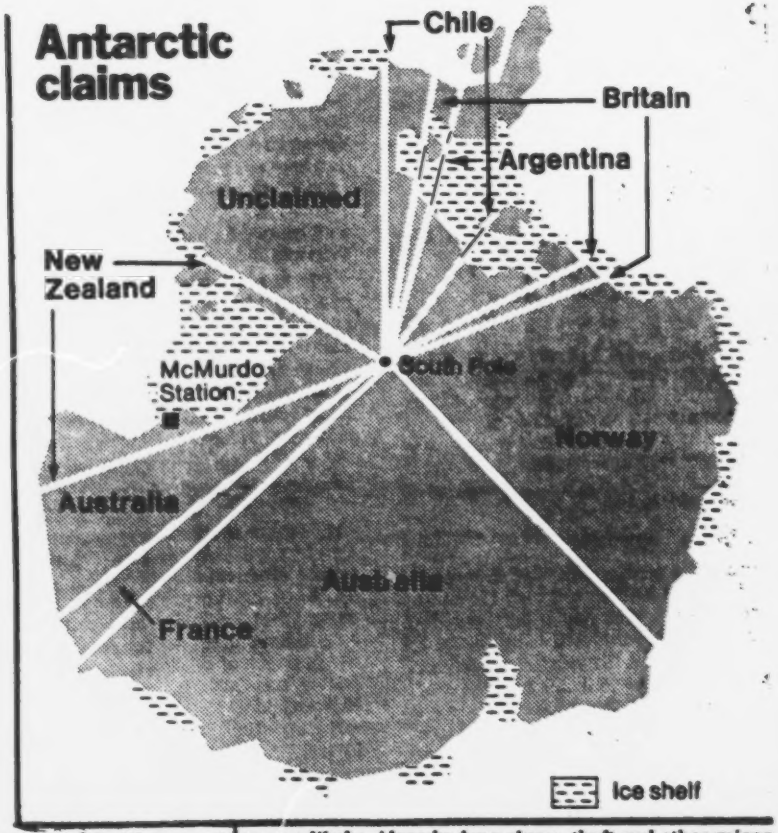
In International Law, Antarctica Is A Twilight Zone



By ROBERT REINHOLD

McMURDO STATION, Antarctica — Question: What is the best place to go if you wanted to eliminate one of your in-laws and get away with it? Answer: An American station in Antarctica.

The American authorities who run the scientific program here say that if someone appeared on their turf in those circumstances, they would be shipped out as undesirable. But the catch is, legal technicalities are such that no American court would have jurisdiction to try them. Nor would the authorities turn such a person over to the courts of New Zealand, which claims this part of the Antarctic as its own "Ross Dependency." This is because the United States does not recognize the New Zealand claim or any of the six other national claims to pie-shaped wedges of the continent, or make any claim itself.

What would happen if an American killed a Russian in the Australian sector, given that neither the United States nor the Soviet Union recognizes the Australian claim? Could Japan attempt to arrest one of its nationals on the Chilean claim? Whose law prevails in the sector that is claimed by Britain, Argentina and Chile at the same time? Just who's in charge here?

All this is more than just intellectual acrobatics for students of international law. Growing international interest in the mineral and energy resources of Antarctica has brought large numbers of civilians here and focused new attention on this jurisdictional no-man's land. At the height of the Antarctic summer, now drawing to a close, about 3,000 scientists, support workers and military people from 12 nations fill 36 permanent stations scattered across a continent as large as the United States and Mexico. Still others come as tourists. Resolution of the legal situation is important not only for settling potential conflicts among them, but also because it may provide a model for the coming age of space colonization, when large numbers of human beings might live for extended periods aboard spacecraft or on the moon.

An American Federal court may soon have to slog through the Antarctic jurisdictional quagmire. In 1979, an Air New Zealand DC-10 on a tourist flight, crashed against Mt. Erebus, the volcano that towers over the McMurdo station. Last November, the families of the 17 crew members filed civil damage claims for $1 million each against the United States Navy, contending that radar operators here were negligent in not warning the plane it was heading for the mountain in a storm. It is unclear if any United States court will accept jurisdiction.

What worries the State Department and the National Science Foundation, which is responsible for the United States Antarctic presence, is the possibility of criminal behavior. So far as is known, there has never been a murder or other major crime in the Antarctic. But the influx of civilian workers in recent years makes a crime-free future unlikely. Already drug abuse, theft and other minor crime is rife. A military policeman with a billy club stands regular duty at the station store to deter shoplifting. There was at least one case, possibly two, of arson in the last few months.

"We've got a disaster just waiting to happen, with all sorts of international political overtones," said Joseph Bennett, head of polar coordination and information for the science foundation.

Where Treaties Fall

Legislation and case law have extended American jurisdiction to ships, planes and other extraterritorial places. Some years ago, a Federal court took jurisdiction in the case of a murder committed on a floating ice island in the Arctic, T-3 Island. But the Antarctic poses special problems because of the unusual, and in many ways inadequate, treaty that governs operations here. Navy

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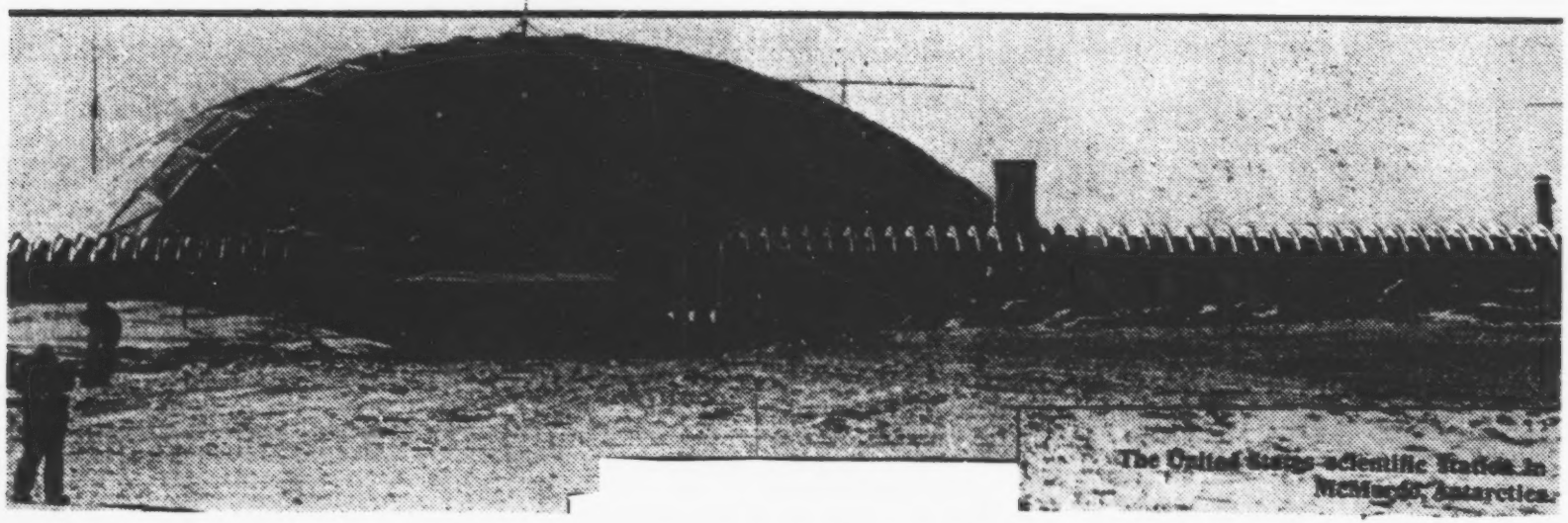
3,000 Inhabitants From 12 Nations Working at 36 Permanent Stations



The United States scientific station in McMurdo Antarctica.

and other military people at the American station come under military justice, and presumably a New Zealand subject on the New Zealand sector would come under that country's law. But the Antarctic Treaty, of which the United States is a signatory, specifies only that official observers and scientists on official exchanges shall come under the jurisdiction of their own countries, and says nothing about others. That means that people who come to the Antarctic unofficially exist in a legal twilight zone. And even official American personnel probably aren't covered by any law because Congress has not explicitly extended United States jurisdiction to the Antarctic.

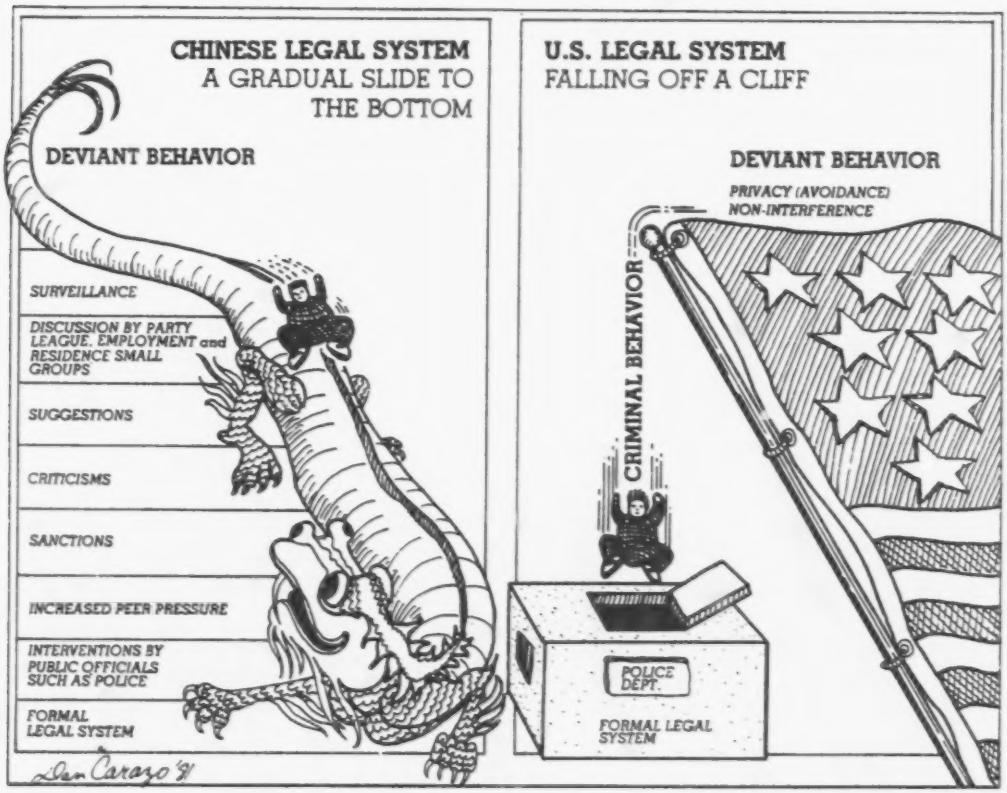
Richard B. Bilder, a professor of law at the University of Wisconsin, worried about this problem for years when he was with the State Department's legal office. "I was just telling my class the other day that Antarctica is the place to murder your mother-in-law," he said. "The challenge is to avoid a jurisdictional vacuum, so that if something happens it is a violation of somebody's law. More than one country could have potential jurisdiction."

Many lawyers believe the confusion would be eased if Congress simply passed a bill, urged for years by the science foundation, declaring Americans and foreign nationals at American installations — except as exempted by the treaty — subject to American maritime and territorial jurisdiction. The bill has got nowhere, not from opposition but for lack of interest. The omnibus Criminal Code Reform Act of 1981, versions of which have been kicking around Congress for years, would also address the problem by filling all jurisdictional vacuums, at sea, in the air, in outer space, and, incidentally, Antarctica. But that bill's fate is uncertain.

In the meantime, what would happen if a murder were committed here? With the stress of isolation, the cold, the high level of alcohol abuse, it is not unthinkable. As a practical matter, some international lawyers believe, the courts would find a way. "My guess," said Paul Summit, a staff member of the Senate Judiciary Committee, "is that if it involved two American citizens it would end up in U. S. courts. It is really a conflict of laws issue. International law would permit the nation most interested to exert jurisdiction." Things would be much more complicated diplomatically if one of the many New Zealanders working here, or over the hill at New Zealand's Scott Base, killed an American. But Professor Bilder agreed that "In practice everybody would work very hard not to let the guy go."

From Robert Reinhold, "In International Law, Antarctica is a Twilight Zone." © 1982 by the New York Times Company. Reprinted by permission.

Chinese and U.S. Legal Systems Compared



China's modern legal system relies heavily upon community participation. For the most part, individual rights are second in importance to the community well-being. Arguments or clashes between individuals are frowned upon because they are seen as obstacles to achieving the more important goals of the country. The process of resolving conflict often begins before what we would call a crime has been committed. When a dispute arises, friends, neighbors, and co-workers form a mediating committee whose goals are to investigate the cause of the dispute, educate the parties involved in communist principles, and resolve the conflict in a way that will promote the common interests of both the parties and the community at large. If the community is unsuccessful in resolving the dispute, a complaint is filed with the court, and the mediation process is continued under the guidance of a judge and two evaluators who are elected from the community. If this mediation also fails, then a trial is held as a last resort. Mediation is successful, however, in a majority of cases. For example, in Wuhan in 1979, 99 percent of all disputes were settled without a trial.

Victor Li, a noted scholar of Chinese law, has contrasted this criminal "gradual slide to the bottom" with a comparable U.S. criminal situation, which he says is more like "falling off the edge of the cliff" (see diagram). Although persons usually break minor rules of society long before they actually commit a crime, such "deviations" are protected from interference in the United States on the grounds of privacy, freedom, and individuality. Very often, then, the early stages of a problem remain largely ignored, until the situation worsens and a crime is committed. At that point, having "fallen off the edge of the cliff," the accused is suddenly surrounded by a large number of legal personnel. Thus, in the United States, the "top" and "bottom" of the cliff are distinct, whereas in China they are part of the same event or process. It is important to note, however, that although there are many admirable aspects of the Chinese system, like all systems, it has its faults.

Adapted from: Linda S. Wojtan, "A Cultural Context for Chinese Law," in *Through the Legal Looking Glass*, Intercom 100 (New York: Global Perspectives in Education, Inc., 1981), pp. 24,25.

The Law of the Sea—A Model Conference

INTRODUCTION AND BACKGROUND

In 1967 Ambassador Arvid Pardo of Malta asked the twenty-second United Nations General Assembly for quick action to prevent chaos on the seas. The situation he described then is all the more urgent today. Recent technological advances have made it possible to exploit the oceans' resources more efficiently and at much greater depth than ever before. At the same time many individual nations have made claims that have threatened to restrict ocean mobility for ships and aircraft and to start international conflicts over marine fish and mineral resources. Oil spills from tankers and offshore wells have become an almost commonplace threat to the marine environment, as has the sheer volume of routine waste disposal at sea.

As a result of these developments and Ambassador Pardo's request, the UN in 1970 called for an International Conference on the Law of the Seas to deal with all aspects of ocean law. Widespread participation in this international law-writing conference (over 150 delegations), and the length and complexity of its agenda, made the negotiating process, which began formally in 1975, a long one. Agreement on a Law of the Seas Treaty was not reached until 1982.

PARTICIPANTS

This is a preliminary meeting for a Law of the Seas Conference. You will act either as a delegate of one of the six nations attending the meeting or as one of the officials described.

CODLAND: An island with an important fishing and fish processing industry which directly or indirectly provides employment to a large portion of the population. Recently, concerned that foreign vessels were overfishing its waters, it unilaterally declared a 50 mile territorial sea.

BIGPOWER: A major industrial nation with an extensive coast line. Shipping, both deep water and offshore fishing, offshore oil and mining are all important to its economy. Would like freedom to exploit offshore oil and other minerals with a minimum of internationally imposed constraints. Maintains a far-flung military establishment which would be seriously hampered if it didn't have maximum freedom of the seas as well as free transit through international straits (most of these straits are between 6 and 24 miles in width).

INLAND: Poor developing country, completely land-locked. Looks to the international community for assistance and is a strong advocate of the concept that the resources of the oceans are part of the common heritage of all mankind.

LATINA: Developing country with long coastline. Major offshore fishing industry which caused it recently to challenge foreign vessels off its coast and unilaterally extend its jurisdiction out 200 miles. Major national revenues come from copper mines which would face competition from new offshore mining industries.

NIPPO: Island industrial power whose economy depends on raw materials imported from abroad. Sees freedom of the seas and free passage through international straits as essential to its industry and its foreign trade. Has an important deep water fishing industry that ranges far from its shores.

AFRASIA: Medium size developing country with significant reserves of offshore oil and potential, though as yet untapped, mineral wealth. Has often served as a spokesman for other developing countries in their clashes with the major powers.

The United Nations itself is represented by three people who have the right to speak but not to vote:

SECRETARY-GENERAL Chairs the meeting, mediates among differing points of view and speaks for the international community as a whole.

UNEP: This player is an official of the UN Environment Program. UNEP is deeply concerned with protecting the marine and coastal environment from pollution and would like a strong international regime to do this.

UNDP: This player is an official of the UN Development Program. Under some proposals for the international regime, some revenue from the mining of offshore minerals would go to the UNDP for aid to the developing countries.

RULES AND AGENDA

Two important agreements have already been reached:

1. The UN will create an agency to establish rules for uses of the seas and seabeds.

2. Part of the income from mining the rich materials of the seabed will go into a special UN fund to aid developing countries.

Two items will be decided at this conference:

1. The Limits of National Jurisdiction

   Where should national jurisdiction end and the jurisdiction of the international agency begin? Territorial seas of from 12 to 200 miles have been proposed. It has also been suggested that there be different jurisdictions for different purposes (mining, pollution control, fishing, commerce, defense, etc.).

2. The Nature and Powers of the International Agency

Three basic types of agencies have been proposed:

1. A simple registry under which nations or companies planning to mine deep seabed minerals would register claims to specific sites. They would operate on a first-come, first-served basis.

b) A monopoly enterprise, the opposite of the "simple registry" concept. The international agency would be exclusive miner of hard minerals on the deep seabed.

c) A licensing and joint venture organization under which the agency would grant licenses and also participate in some joint ventures for deep seabed hard mineral mining.

Powers suggested for the agency include:

a) The right to collect royalties or fees on wealth taken from the ocean within its jurisdiction.

b) The right to set standards for pollution of the marine environment.

c) The right to judge disputes and impose compulsory settlements.

MISSIONS OF THE PARTICIPANTS

1. Your task: What kind of agency can you agree on best?

2. Your second task: What powers do you feel the agency should have?

3. The Secretary General will act as moderator and try to find areas of compromise.

4. The delegates will present arguments in a way that they feel reflects the interests of the country they represent.

TIMETABLE

1. The delegates from each country hold a caucus. They decide what stand they will take and what arguments they will use to support it. One class period.

2. Conference, Session 1
   - Each nation presents its case.
   - Secretary-General indicates areas of hard conflict and areas where compromise is possible. 20 minutes

3. Private meetings between any groups that feel they can compromise with others. 15 minutes

4. Conference, Session 2
   - Delegates report any progress toward agreement. 5 minutes
   - Discussion and vote on Agenda Item 1. A two-thirds majority is needed to pass. 15 minutes
   - Discussion and vote on Agenda Item 2, if Item 1 has passed. 15 minutes

5. Debriefing: 10-20 minutes

Adapted from United Nations Association of the United States of America, "The UN and the Law of the Sea: A Race against Chaos," in *Issues of the 80's* (New York: United Nations, 1981).

Law of Sea Is Not Law of Land

President Reagan finally scuttled official American participation in the Law of the Sea treaty last week, saying "the deep seabed mining part of the treaty does not meet United States objectives." The pact had already been adopted in April by 130 nations, however, and many analysts believe Washington will have to conform to most of its provisions anyway.

American mining companies were particularly unhappy about the prospect of being required to give over their technology to an authority established by the treaty. The treaty considers valuable minerals on the ocean floor to be a "common heritage of mankind." Many third world countries that will sign it in December had hoped to acquire advanced technical knowledge from Western firms.

In contrast to private companies, the Pentagon had been looking forward to the treaty's military benefits. Mr. Reagan noted this in his announcement, saying that "those extensive parts dealing with navigation and overflight and most other provisions of the convention are in agreement with United States interests."

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Subtheme G *International Law*

Worksheet G-4

The World Court—Organization and Jurisdiction

International Court of Justice, the Hague, the Netherlands. United Nations

Picture from United Nations in *Through the Legal Looking Glass*, Intercom 100 (New York: Global Perspectives in Education, Inc., 1976), p. 7.

CHAPTER I

ORGANIZATION OF THE COURT

STATUTE OF THE INTERNATIONAL COURT OF JUSTICE *

Article 1.

The International Court of Justice established by the Charter of the United Nations as the principal judicial organ of the United Nations shall be constituted and shall function in accordance with the provisions of the present Statute.

Article 2.

The Court shall be composed of a body of independent judges, elected regardless of their nationality from among persons of high moral character, who possess the qualifications required in their respective countries for appointment to the highest judicial offices, or are jurisconsults of recognized competence in international law.

Article 3.

1. The Court shall consist of fifteen members, no two of whom may be nationals of the same state.

Article 8.

The General Assembly and the Security Council shall proceed independently of one another to elect the members of the Court.

Article 13.

1. The members of the Court shall be elected for nine years and may be re-elected; provided, however, that of the judges elected at the first election, the terms of five judges shall expire at the end of three years and the terms of five more judges shall expire at the end of six years.

Article 18.

1. No member of the Court can be dismissed unless, in the unanimous opinion of the other members, he has ceased to fulfil the required conditions.

Article 20.

Every member of the Court shall, before taking up his duties, make a solemn declaration in open court that he will exercise his powers impartially and conscientiously.

Article 32.

1. Each member of the Court shall receive an annual salary.

5. These salaries, allowance, and compensation shall be fixed by the General Assembly. They may not be decreased during the term of office.

8. The above salaries, allowances, and compensation shall be free of all taxation.

CHAPTER II

COMPETENCE OF THE COURT

Article 34.

1. Only states may be parties in cases before the Court.

Article 36

1. The jurisdiction of the Court comprises all cases which the parties refer to it and all matters specially provided for in the Charter of the United Nations or in treaties and conventions in force.

2. The states parties to the present Statute may at any time declare that they recognize as compulsory ipso facto and without special agreement, in relation to any other state accepting the same obligation, the jurisdiction of the Court in all legal disputes concerning:

(a) the interpretation of a treaty;

(b) any question of international law;

(c) the existence of any fact which, if established, would constitute a breach of an international obligation;

(d) the nature or extent of the reparation to be made for the breach of an international obligation.

3. The declarations referred to above may be made unconditionally or on condition of reciprocity on the part of several or certain states, or for a certain time.

6. In the event of a dispute as to whether the Court has jurisdiction, the matter shall be settled by the decision of the Court.

Article 38.

1. The Court, whose function is to decide in accordance with international law such disputes as are submitted to it, shall apply:

(a) international conventions, whether general or particular, establishing rules expressly recognized by the contesting states;

(b) international custom, as evidence of a general practice accepted as law;

(c) the general principles of law recognized by civilized nations;

June 26, 1945. 59 Stat. 1031 (1945), T.S. No. 993 (effective Oct. 24, 1945).

World Court Fails to Gain Release of American Hostages in Iran

BACKGROUND FACTS

1979	January 16:	The Shah flees Iran as revolutionary forces take control of his country.
	October:	The Shah comes to America for medical treatment. The Iranians demand his extradition for political crimes, and are refused.
	November 4:	Student militants seize the U.S. Embassy in Iran and hold 52 Americans hostage.
1980	April 25:	American rescue mission fails; eight crewmen die.
	July 7:	The Shah dies in Egypt.
	November:	The Algerians begin the final negotiations.
1981	January 20:	The Carter administration ends; Reagan becomes President; the hostages are freed.

THE WORLD COURT'S DECISION AND THE AYATOLLAH'S RESPONSE

The hostage crisis offers a vivid illustration of the violation of international law and the resulting impact on the international system. The American government brought its case before the International Court of Justice, charging that Iran had broken international laws that protect diplomats, embassy personnel, and embassy property. Such protections were set out in the Vienna Conventions of 1961 and 1963, the Treaty of Amity between the United States and Iran, Crimes Against Internationally Protected Persons, including Diplomatic Agents. The Court ruled in favor of the United States, finding Iran in violation of its international obligations, and requiring the immediate release of the hostages and restoration of the embassy to American authorities. International opinion supported the international law giving diplomats immunity and protection, and many nations encouraged the release of the hostages.

The Iranian response to the Court was to deny its right to hear the case and ignore its rulings. Iran claimed that the dispute was a domestic issue to be resolved within Iran; it was not subject to international arbitration. The embassy seizure was regarded as "a marginal and secondary aspect of an overall problem of United States interference in Iran." This charge referred to the Iranian claim that American embassy personnel had assisted in the training of the SAVAK, the Shah's police who had tortured and terrorized the Iranian people. The revolutionary Iranian government also charged that the CIA had interfered in the affairs of a sovereign nation by staging a coup (overthrow of the government) in 1953 that put the Shah back in power.

The Ayatollah Khomeini, an Iranian religious leader, viewed Western law as a creation of the Americans and Europeans in order to protect their interests at the expense of weaker countries. Khomeini asked an Egyptian journalist:

> What's this international law? Is there anything in international law which says anything about...conducting a coup d'etat against a nationally and freely elected government?
>
> What kind of law is this? It permits the U.S. government to exploit and colonize peoples all over the world for decades. But it does not allow the extradition (surrender) of an individual who has staged great massacres. Can you call it law?

There is much Islamic law as well as general international law that provides for diplomatic immunity; the only penalty against diplomats is expulsion. This is the issue that was the focus of the Court's reply. The Iranians were interested in other issues. International law is vague on the subject of one state involving itself in the affairs of another. Extradition in America is not available against someone like the Shah who is accused of "political crimes," and there was no extradition agreement between the United States and Iran.

Constitutional Rights Foundation, *International Law in a Global Age*, Teacher's Handbook (California, 1982), pp. 74-76.

EXERCISE

In space 1 and 2 below, state the World Court's decision in the American hostage case and the response of Iran. In space 3, present one fact from the reading that explains and supports the Court's decision. In space 4, present one fact that explains and supports Iran's response to the Court.

1. The World Court's Decision

2. Iran's Response

3. Fact from reading that supports Court's decision

4. Fact from reading that supports Iran's response

Views of Human Rights

1. The leader of the country was very proud of what he had done for his people over the last twenty years. The standard of living had been raised, children were being educated, no one was hungry.

"But," said the visitor, "there is no freedom of the press here. You only have one newspaper, and it only gives one view."

The leader replied, "Some freedoms are more important than others."

Which freedom do you think he had in mind?

_____a) Freedom of speech

_____b) Freedom to worship

_____c) Freedom from want

_____d) Freedom of choice

2. Maria got along well with her Russian visitor, Alexei. But they did argue about differences between the Soviet Union and the United States.

"But you have no freedom in the Soviet Union," Maria said. "There is only one party in elections. Your newspapers are run by the government."

"We do have freedom," Alexei insisted. "No one goes hungry. Any person can find work. Medical care is free. Can there be greater freedom than that?"

What is the best conclusion to draw from that debate?

_____a) Alexei does not really understand the meaning of freedom.

_____b) The two countries differ in their ideas about freedom.

_____c) There is freedom in the United States but not in the Soviet Union.

_____d) People have greater freedom in the Soviet Union than in the United States.

3. A journalist from the Soviet Union visited the United States and wrote: "The country is very rich, but the workers are badly exploited. Huge profits are earned by a few powerful men. The workers are robbed of the fruits of their labors. Strangest of all, they do not even see that they have surrendered their rights to the ruling class."

What would be a good way for an American to respond?

_____a) There may be some very rich people, but they are generous in their support of charities.

_____b) American workers are trying hard to gain greater control over the economy and government.

_____c) American workers have important freedoms that are unknown in the Soviet Union.

_____d) The important thing is pride in your work, not how much money you make.

4. India's Prime Minister, Indira Gandhi, once asked, "How can you expect people to care about the environment when their lives are polluted at the source?"

In terms of human rights, what do you think her first priority would be?

_____a) Basic political freedoms, including the right to vote.

_____b) Environmental protection laws to stop pollution.

_____c) An end to environmental restrictions in order to encourage economic growth.

_____d) Basic food and health care programs.

Portions adapted, with permission, from David C. King and Sharon Futterman-King, "Human Rights in the High School Classroom: Coping with Complexities," *NCSS Bulletin* # 68, National Council for the Social Studies, Fall 1982, pp. 61-70. Reprinted with permission of the National Council for the Social Studies.

Three Points of View

Concerning human rights, the views of Western, developing and communist countries might be summarized as follows:

A. Western Countries

The Western concept of human rights emphasizes certain political freedoms, like the right to vote and hold public office, the right of free speech, and the freedom to assemble.

B. Developing Countries

Economic and social rights, such as the meeting of basic human needs for adequate food, clothing, and shelter, are as important in these countries as are more abstract political rights.

C. Communist Countries

Under Marxist theory, human rights are defined collectively in terms of the needs of the state, which are the first consideration. Individual freedoms are subordinated to the larger public good.

Guidelines for a Human Rights Declaration

Assume that you and your classmates are delegates from Western, developing, and communist countries. Together try to draw up a Declaration of Human Rights. Begin by reading the "Background Statements." Then follow the "Directions for Creating a New Declaration" below.

1. Background Statements:

-- Article 55 of the United Nations Charter calls for "universal respect for, and observance of, human rights and fundamental freedoms for all."
-- In 1948, the General Assembly adopted the "Universal Declaration of Human Rights." Portions of it are based on the American Bill of Rights.
-- More recently, two International Covenants on Human Rights were adopted.

Some of the rights that were spelled out fall into the these categories:

a) Economic, Social and Cultural Rights
b) Civil and Political Rights

Some of the rights in these two categories are:

a) Economic, Social, and Cultural Rights
- freedom from hunger
- right to an adequate standard of living
- right to favorable working conditions.
- right to an education

b) Civil and Political Rights
- right to life, liberty, security, and privacy of person
- freedom of expression
- freedom of assembly
- right to equality before the law

2. Directions for Creating a New Declaration

a. First the group will draw up a declaration. Suggest to your fellow delegates any rights or freedoms you consider important.
- The moderator should ask for debate on each item before it is added to the draft of the declaration.
- In debating a point, remember that you represent a country. What, for example, does "an adequate standard of living" mean in your country?
- See if you can agree to a declaration in which the most important rights are listed first.

b. Now create a declaration of your own, this time representing yourself rather than some country. What are your own feelings? List as many items as you can that you think are rights or freedoms that should be guaranteed to every person. Draw up your Declaration of Universal Human Rights from this list.

South Africa Faces the World Court

The territory of Southwest Africa, slightly larger in area than Texas, was a land of swamps, deserts, diamond-bearing sands, and bush riddled with the deadly tsetse fly. Of South-West Africa's estimated 500,000 people, some 400,000 were black Africans, about 75,000 were white, and the rest were of mixed race.

The government was controlled by neighboring South Africa, whose white minority government ruled over a large black African majority.

South Africa's rule was based on *apartheid* (a-PAR-tate), or strict separation of races. *Apartheid,* as practiced in South Africa and South-West Africa, was built on principles of white supremacy and permanent white minority rule.

These principles were strictly enforced by an official and comprehensive policy of racial discrimination in every aspect of life–housing, voting rights, employment, and public accommodations. Any resistance to *apartheid* in South-West Africa was quickly crushed by South Africa's powerful security forces, backed up by wide-ranging laws.

The origins of South Africa's rule over South-West Africa went back to the period after World War I and the defeat of Germany and the Central Powers. At the Versailles Peace Conference in 1920, the victorious Allies adopted the mandate system.

Under the mandate system, some former territories of the defeated powers were regarded as being "inhabited by peoples not yet able to stand by themselves under the strenuous conditions of the modern world."

The victorious Allies placed these people under the control of "advanced nations," which were supposed to prepare them for independence. The mandate system was established on behalf of the League of Nations. This was a world organization, resembling the United Nations, which was established after World War I.

Under the mandate system, the former German colony of South-West Africa was conferred on the Union of South Africa in 1920.

Following World War II the League of Nations was abolished and the United Nations was founded. The U.N. Charter replaced the mandate system by a comparable system of trusteeships, which were intended to help the inhabitants of such territories reach self-government.

South Africa argued, however, that the mandate had "expired" when the League dissolved, and refused to accede to a trusteeship. The General Assembly of the United Nations asked the International Court of Justice for an advisory opinion on the international status of South-West Africa.

In a nonbinding opinion delivered in 1950, the World Court ruled that the League Mandate was still in force, that South Africa must report to the United Nations in place of the League, that the International Court of Justice had succeeded to the responsibilities of the former Permanent Court of International Justice in regard to South-West Africa, and that the United Nations must agree to any change in the status of South-West Africa.

Year by year, the resolutions of the General Assembly became more strongly worded. Many nations denounced *apartheid* in harsh terms: "a cancer on the body politic" (Japan); "a venomous and contagious disease" (Poland); a "bitter toxic" (United States).

In 1960, Ethiopia and Liberia challenged South Africa's administration of South-West Africa. The two African nations, both former members of the League of Nations, brought charges against South Africa before the International Court of Justice. South-West Africa could not bring charges because it was not a state and therefore had no standing before the Court.

Ethiopia and Liberia cited Article 7 of the League Mandate, which states: "The Mandatory agrees that any dispute, if it cannot be settled by negotiation, shall be submitted to the Permanent Court of International Justice. . . ."

Subtheme G *International Law*

Worksheet G-7 (continued)

The questions at issue in the dispute were:

- Whether the mandate was still in force.
- Whether Ethiopia and Liberia had standing to institute the proceeding; that is, whether they were to be regarded as meddling outsiders without any right to call for action by the Court.
- Whether the disagreement must be left to settlement between the parties, being not yet "ripe" for adjudication.

In December 1962, the Court, by an 8-to-7 vote, decided that Ethiopia and Liberia had standing to bring the proceedings and the Court had jurisdiction to pass on the merits of the dispute.

The case then moved into its second phase, in which the Court received pleadings on the merits, held hearings, and received evidence.

Ethiopia's and Liberia's Memorials (statements to the Court) charged that South Africa had failed to "promote the material and moral well-being and social progress" of the people of South-West Africa. The Memorials sought to establish that *apartheid* deprived the people of South-West Africa of the vote, ownership of land, freedom of movement, and human dignity. The Memorials described how *apartheid* in South-West Africa affected the individual "Native":

"Wherever he may be, . . . he may be required at any time to produce a pass showing that he has a right to be within the Territory. . . . If he has a job, . . . he may be required at any time to produce a pass showing his right to hold the job; and he may also be required to prove that he has not been on the job for more than a prescribed period. . . . If he should seek to enter any urban area, or any area in which 'Natives' are congregated in large numbers for industrial or mining purposes, he must again be ready at any time to produce a document showing that he has special permission to be there. Even if he has such a document, he must take care lest he find himself within a public place after curfew. . . . Even if he succeeds in establishing his right to reside and be employed within an urban area, he may be removed at any time as 'redundant.' . . . Even though lawfully employed, he must be constantly on guard during his moments of leisure. If he should simply take a walk, he may be challenged to prove that he is not 'an idle and disorderly person.' . . . If he should happen to be upon the road crossing a farm, or near a dwelling house or shop or store, he may be challenged as a loiterer and arrested without a warrant by any police officer or any owner or occupier of land on which he may happen to be. . . . If he leaves the confines of his place of residence or place of employment, he does so at his peril, for he may be challenged at any moment to produce a pass, and failing his ability to do so, may be arrested without a warrant. . . ."

South Africa contended that it had complete and independent discretion in South-West Africa, and that *apartheid* was necessary to prevent "bloodshed and chaos" in the territory.

During the second phase of the case, when lengthy documents were filed and hearings were held, no question was raised concerning whether Ethiopia and Liberia had a "legal right or interest" to bring the case to court. Every implication was that the matter had been firmly settled by the 1962 judgment.

The final judgment was handed down on July 18, 1966. By a vote of 8 to 7, the Court rejected the claims of Liberia and Ethiopia. The rejection, however, was *not* on the merits; the Court decided that Ethiopia and Liberia did not have the right to bring the case before it because neither party was affected by this mandate.

The main reason for the switch was probably that some of the judges present in 1962 had retired and been replaced by men of different views.

The judgment send shock waves around the world, causing anger and disbelief. While South Africa praised the World Court, most nations were highly critical.

In essence, the World Court–after years of litigation, after 16 volumes of written pleadings, after 6,000 pages of oral argument–ruled that it could do nothing about the complaints against South Africa.

From D.W. Oliver and F.M. Newmann, *Diplomacy and International Law*, Public Issues Series/Harvard Social Studies Project (Middletown, Conn.: Xerox Corporation, 1970), pp. 13-15.

EXERCISE: SEQUENCE OF EVENTS

Place the following events in the correct order in which they occurred. To make your job easier, events have been divided into three sequential groups. Number 1,2, etc. within each of the 3 groups.

I

_____ A League of Nations mandate placed the former German colony of South-West Africa under the control of the Union of South Africa.

_____ The World Court ruled that South Africa must report to the United Nations regarding its rule of South-West Africa.

_____ When the League of Nations was abolished, South Africa refused to agree to United Nations supervision of its South-West Africa mandate.

_____ The General Assembly of the United Nations asked the World Court for an advisory opinion on the international status of South-West Africa.

II

_____ Because South-West Africa was not a state and could not bring its own charges, Ethiopia and Liberia brought charges before the World Court against South Africa.

_____ The World Court ruled that Ethiopia and Liberia had the right to bring charges against South Africa.

_____ Year by year, the General Assembly of the United Nations denounced South Africa for its racial Apartheid policy in South-West Africa.

III

_____ South Africa argued before the World Court that its policy of apartheid was necessary to prevent "bloodshed and chaos" in South-West Africa.

_____ In the second phase of the case, Ethiopia and Liberia argued that apartheid deprived the people of South-West Africa of their freedom and human dignity.

_____ In its final judgement, the World Court reversed its earlier ruling and decided that Ethiopia and Liberia did not have the right to bring the South Africa case before the Court.

New York Jobs and the Global Economy

In the five sketches below, New York City workers reveal the connections between their careers and the global economy.

Sketch 1: Rosemary, age 34, self-employed as a business consultant

My specialty is Mexico and Brazil, so I spend about one-third of my time in those countries. I advise American companies who want to sell there or perhaps open a manufacturing plant. I give them as much information as I can and introduce them to the people who can help. Since I'm fluent both in Spanish and Portuguese (the language of Brazil), I can really be helpful when a company wants to operate in both places.

I love the work. For twelve years I was a teacher and that was good, but now I feel free and independent. I'm my own boss and set my own hours. The chance to travel in Latin America and do business with the people is wonderful. Brazil and Mexico are very different but the people are - well, they're like people everywhere. I do admit though that after five or six weeks "on the road" I'm anxious to get back to our apartment in New York.

Sketch 2: Noel, age 35, photographer with an advertising agency

I believe that you sometimes have to make hard choices to make the most of your earning power. I was a typical New York freelance photographer and barely made ends meet. Now I'm in a good position with the ad agency. I work on only one account--a high-cost imported car.

Doing both television commercials and brochure shots sends me all over the globe. In the past year, we've been on location in Spain, Italy, West Germany, Morocco, and even the desert near Los Angeles. The travel is hard for my wife and two children. I usually enjoy it--the new scenery, new people--but I would prefer to be with my family. That was one of the hard choices I mentioned. And I'm sure that anyone who goes into photography or television work, or even publishing, is likely to find there's a global adventure waiting for them.

Sketch 3: Orlando, age 28, baseball player from Venezuela

From the start of my career, I saw baseball as an international sport. In the major leagues, there are more new players from Spanish-speaking countries every year. There are two teams in Canada, one in Montreal where French is so important. We even had a Japanese team come to visit our famous Winter Instructional League in Venezuela.

I decided to make a career out of this international sport--you need another career when you can no longer play. So I have opened a school during the Winter League where Hispanics can learn English. More and more Anglo players are also coming in order to learn Spansh. Someday, I'd like to include French and Japanese. After all, in New York we can find people to teach us <u>any</u> language! The team office has provided wonderful support; in time, they think the teams will pitch in to pay for the school.

Sketch 4: Barbara, age 30, bank executive

"Bank executive." That sounds pretentious, but it's true. I'm now the administrative assistant to a vice-president of one of the city's largest banks. Actually, it's now one of the largest banks in the world, with offices in 112 countries.

I jumped up fast in the job because I was in the right place at the right time. In college, I saw the computer thing coming so I took computer courses as fast as the university created them. When the bank hired me, I already knew all the systems so they put me in charge of updating their whole program.

Then there was French, which my parents practically forced me to take in high school--and then two more years in college. I put it on my resume then forgot about it. About two years later this vice-president asked me how good my French was. I said I could get by, and he answered: "Good! We're opening six banks in France and two in Geneva. Hardly anyone here knows the language. So pack your bags and get ready to live part-time in Paris or Lyons or Geneva." Right now I love the split living, but I don't want to do it forever.

Sketch 5: Bill, age 40, electrician

I've wanted to be part of important changes--real improvements in how people live. For years I'd been an electrician for a power company upstate, but I wanted to get involved in solar energy. I started going to night school, taking courses, and found that a good electrician can help a lot.

Near where we live in Connecticut is one of the solar energy companies. They hired me as a consultant and troubleshooter--to work on improvements in wiring and the like. I remember how thrilled I was when they sent me to work on a job in Texas. Wow, since then I've been to Australia, Kuwait, Tunisia, and Sweden. When I'm on assignment more than a few weeks, the company pays for the whole family to go. When they can, they try to build the work around the school year. That's a little hard, but we don't mind. The whole world has become like a classroom for us.

What's It Like to Work Overseas?

Today, an increasing number of Americans, like the family described below, spend years at a time living and working in foreign countries. These are people who work for American-based multinational companies and banks.

An American Family in Turkey

When Marsden Albright announced his desire to take a post with Boeing in Ankara, Turkey, his wife Aneitta could think of lots of reasons for not doing it. Marsden had a good job with Boeing, the giant airplane construction firm; they would never force him to take an overseas job. Her own plans would have to change--like the classes she gave in music, dance, and painting. She had also become interested in medicine and had finished her pre-med courses. And the three children--ages 14, 10, and 9--were in a school that they liked.

But Mrs. Albright was willing to do it because she knew how much it meant to her husband. He had already spent two years learning Turkish. It might be his last chance for overseas work before he reached retirement age.

So they went, and at first everything seemed to go wrong. The United States had just refused to sell weapons to Turkey during its war with Greece over Cyprus. Angry mobs roamed the streets, and all Americans knew their lives were in danger. The tensions prevented the children from joining their parents for weeks. Their household belongings did not show up for eight months.

Although there was fear of violence, the Albrights never felt directly threatened. The danger passed when the Turkish army established control. Now, Mr. Albright says, "we can go everywhere without fear--there are no gangs, no muggers. I'm afraid we couldn't do that back home...."

They shopped in Ankara for what they needed until their own things arrived. And they chose an apartment. Some large American firms allow their employees to live separate from the host population, especially if there is a U.S. Air Force or Army base. But Boeing officials believe their workers should be part of the community, so the Albrights found they had more Turkish than American neighbors.

Living with the Turkish people was part of what they enjoyed. Everyone in the family learned the language quickly. Mrs. Albright learned it by playing cards with a group of Turkish women, the two girls had courses in school, and their son learned from friends and his family.

Vacations have been spent touring the countryside, filled with landmarks from Biblical times and from the ancient Greek and Roman Empires. Mrs. Albright resumed her teaching and decided to introduce true Country and Western music to Turkey. Her first record is now being cut.

Their children have gone separate ways. Their son is in South Dakota learning to be a rancher. The youngest daughter is finishing high school, and the oldest is a business administration major in Athens, Greece. The seven years in Turkey have been an exciting time for all of them. As a family, they were learning a new language and living in a new culture. Every day meant a new discovery of some sort.

The Albrights' apartment, however, looks much like their former home in the United States. They lived much as they always had, accepting whatever differences or inconveniences they ran into. Some Americans find these differences too hard to take, and they ask to be transferred "back home." Not the Albrights. Now that retirement age is approaching, Mr. Albright has a new plan: It might be fun to live in Turkey and continue their tours of the countryside.

Exercise

1. Why do you suppose the Boeing Company asked Mr. Albright to take a post in Turkey?

   _____

2. What problems did the Albrights face in the new culture?

   _____

3. How were the Albrights able to rise above those problems?

   _____

4. Why was it important to learn Turkish rather than try to get by with English?

   _____

5. In another part of the interview, Mrs. Albright was asked how difficult it was to change her life style. She replied, "Life style is knowing how to take every opportunity wherever you are." What do you think she meant?

   _____

Based on Marvine Howe, "A Boeing Family, Happy in Ankara," © 1982 by The New York Times Company. Reprinted by permission.

Aramco Ad

Thousands of Americans live and work in Saudi Arabia, one of the world's wealthiest oil-exporting countries. Aramco (short for Arabian-American Oil Company), with 3,500 American employees, is among the largest employers. One of the ways Aramco recruits American workers is through ads like the one below.

Abqaiq, Saudi Arabia

No baseball, no morning paper,
no pizza, no autumn leaves.

But here's the great life that makes
Aramco people stay on and on.

If you never considered working in Saudi Arabia because you think it's all sand and hardships, consider this.

3,500 Americans like you work for Aramco in Saudi Arabia right now. Ask them why they stay there and they'll tell you that, besides money, it's the casual lifestyle, the American-style hometowns, the top-notch schools and recreation facilities, and vacation travel they used to only daydream about.

Where on earth is Abqaiq?
Located close to the world's largest oilfield (Ghawar), Abqaiq is the center of a giant oil-gathering and processing system that handles 60% of all the oil produced by Aramco, the world's largest producer.

Is Aramco's paycheck big enough to justify living in a desert kingdom so different from the U.S.?
It sure is! You get a base salary competitive with salaries in top U.S. oil firms. We make adjustments to compensate you for overseas cost-of-living differences.

On top of that, Aramco pays an **incentive of up to 40%** to encourage overseas employment, and you are reimbursed for any foreign or U.S. Federal income tax due on the premium. So your premium is tax-protected.

Another big benefit: employees on overseas assignments participate in Aramco's Retirement Income Plan on an **accelerated** basis.

With a financial package like this, it's no wonder there are 3,500 Americans like you working for Aramco in Saudi Arabia today.

What can you do with all that money when you're stuck out in the desert?
Aramco people use 40-day paid vacations (every 12½ months) and 12 paid holidays (average) to visit fabulous places like the Pyramids, Greek Islands,

Mt. Everest, the Serengeti Plain, Hong Kong, the Nile, Cyprus.

Doesn't a child's education suffer so far away from American schools?
No! Aramco has a modern American school system. Teachers are primarily American and more than 75% of them have master's degrees. The teacher-student ratio is 1 to 15 in grades 1 to 6; 1 to 20 in grades 7 to 9.

Suppose you get a serious illness, or need dental surgery; where do you go in Saudi Arabia?
Aramco's Dhahran Health Center is one of three hospitals outside the U.S. accredited by the Joint Commission on Accreditation of Hospitals. The Dental Clinic is as fine as any in the States. Better than most.

Aramco recruiting ads mention "comfortable housing for families and singles." Is that on the level?
At first, you'll live 12 to 18 months in adequate but not terribly attractive off-camp temporary housing. Next, it's on to comfortable on-camp temporary housing. Then, based on a housing priority-point system using job level and length of service, you'll get your permanent residence that's a carbon copy of a home in a warm climate like Arizona or Southern California.

What jobs are available today, and how are chances for advancement?
Aramco's operations are so big that our job opportunities are probably unduplicated anywhere. Challenging jobs are open in administration, refineries, gas plants, support facilities, everywhere.

We need accountants, medical personnel, technicians, teachers, vocational trainers, communications specialists and materials forecasting specialists. And scores of engineers: in construction, project management, operations and maintenance—for operations in oil, gas, petrochemicals, EDP, computers, transportation, utilities, name it.

You'll have challenges, early responsibilities, learn new technologies, and have an opportunity for advancement to a management position.

Interested? Send your résumé in confidence to Aramco Services Company, Department NYT1014A, 1100 Milam Building, Houston, Texas 77002. Remember, we offer a lot more because the challenge of overseas jobs in the incredibly fast-developing Kingdom of Saudi Arabia demands a lot more.

CHALLENGE BY CHOICE

ARAMCO

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Multicultural Jobs in New York City

New York represents such a mixing of peoples that it becomes difficult to think of careers that are monocultural--that is, which deal with only one ethnic or national group. Contact between cultures is so common that often we don't even notice it. And yet it is important to keep in mind that working in New York means working with people of diverse backgrounds. This diversity can sometimes cause friction or misunderstanding--but it is also part of what makes New York such a lively and interesting city.

In the excerpt from a letter below, a New York City police officer described what it is like to work in a multicultural setting:

For almost six years, I felt like a stranger in my own city. Me and another Anglo cop rode through a neighborhood that seemed to be invaded by Puerto Ricans and other Hispanics. Everything became more crowded and the restaurants and stores changed hands. It was like being in a foreign country. I could only catch a few words of what anybody said. I didn't understand their way of life and their feelings about religion, their children, the law--anything. It all seemed strange and foreign.

Some of the time, I was ready to quit. My partner and I got so we were complaining about "them" all the time. We began to look down our noses at anything they did. The people quickly sensed our distrust and became more defensive. They seemed to hate us and fear us at the same time.

Everything changed when our precinct captain started new policies. One man or woman in each patrol car would now have to know Spanish. All personnel in the precinct buildings were to take enough courses to become fluent.

A second step was to post a large list of community activities. All of us were to choose one to work with--on our own time. Neighborhood leaders, the captain said, were willing to give it a try.

Things changed fast. People in the neighborhood saw that we were willing to make an honest effort to accept them as Hispanics. We weren't asking them to be like us. In less than a year, the worst tensions had faded. I became a basketball referee for the 15-to-16-year-old league. That's an impossible job in any culture! But through that work I've slowly learned an important lesson: Differences like language don't mean much. Once you get past those differences, people are pretty much alike.

EXERCISE

Directions: You have just read a story about one police officer's experiences, working among people of diverse backgrounds. Now write a similar story, using the "notebook" page below, that will show the kind of multicultural contact you imagine takes place in one of the following situations:

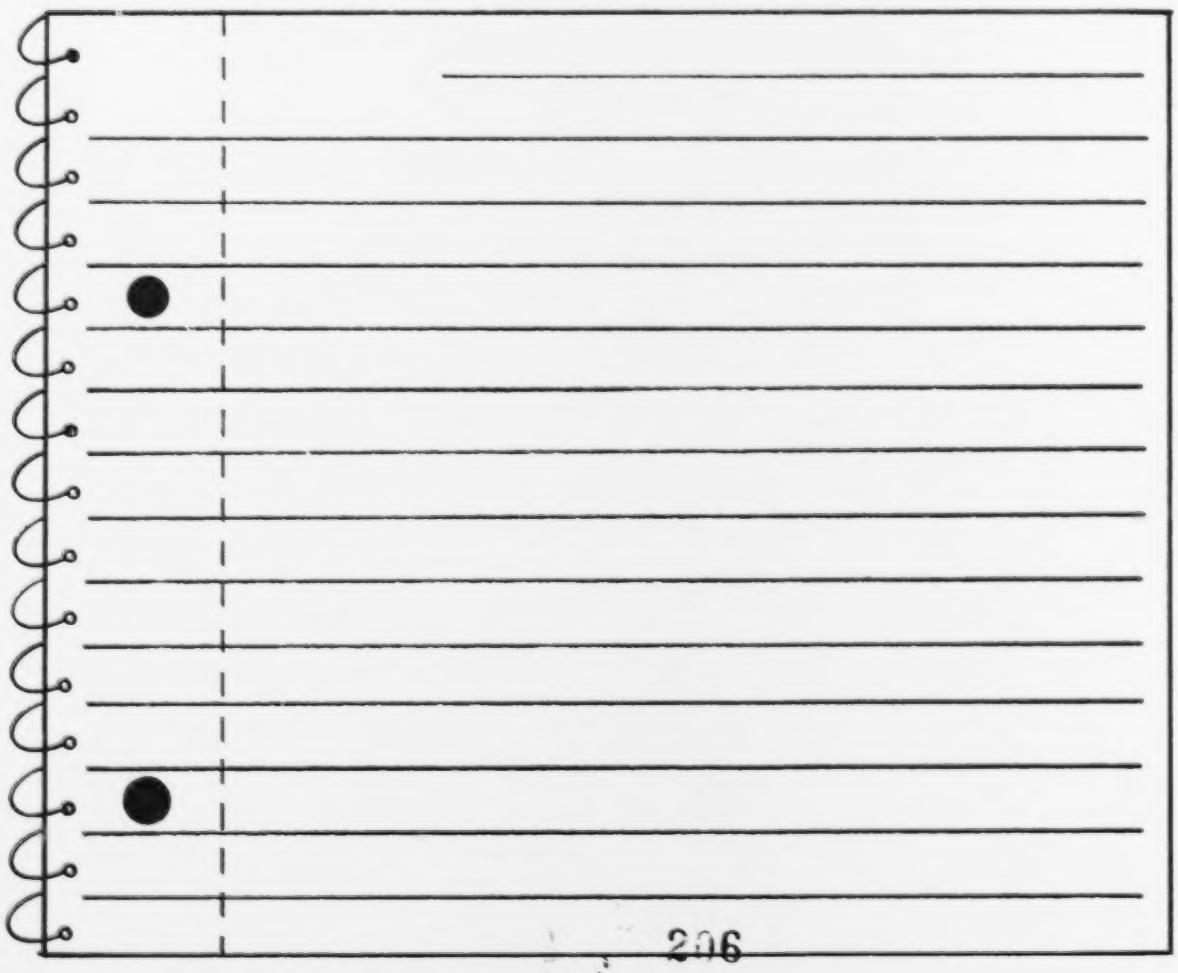
1) A Hispanic nurse working with an elderly Chinese woman in a hospital.

2) A black travel agent in a travel bureau with customers of different ethnic backgrounds.

3) A team of construction workers with a variety of racial and ethnic backgrounds.

4) An Indian woman in a department store with an Anglo clerk.

5) A Korean store owner opening a shop in a Hispanic neighborhood.



New Hope for Minorities?

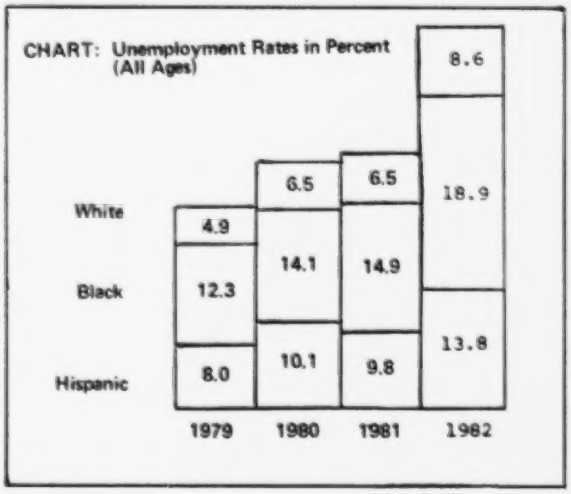
Directions: Read the article below and use it to make two lists. In list 1, write the barriers that keep minority youth from obtaining jobs. In list 2, indicate signs of improvement.

Minority - Group Youth: The Hard-Core Unemployed

If you are male, a teenager, and black or Hispanic, many would feel that you already have three strikes against you in the job market. While the national unemployment rate hovered at 10 percent in 1982, the rate for Hispanic youths was listed at about 30 percent, and the rate for black teens was nearly 50 percent. The federal government's policy, called "abandonment" by some observers, brought drastic cutbacks in job training programs.

What makes it so impossible to find work--especially for a person who is earnestly looking and will take any job available? Many job seekers out on the streets going for job interviews are sure that racial or ethnic discrimination is going to hurt their chances. Yet while prejudice and discrimination still exist and often influence which persons get the few jobs available, they do not explain why the total number of jobs available is so low, and why unemployment in general is so high. The chief explanation for high unemployment must be sought in one of those worldwide trends that affect all economies. The trend is, simply, that the number of unskilled jobs is declining rapidly. Minority-group youths are competing against each other for a shrinking pool of jobs.

That situation will not change. Many industries have moved away from New York City. Construction work, once a good job source for the unskilled or semi-skilled, is now mechanized--skilled workers are needed. The most likely "entry level" jobs for the unskilled are in fast-food chains--but there are only so many of those jobs.



Data from Bureau of Labor Statistics.

Jorge Garcia turned 21 in the summer of 1982. Since he dropped out of high school, he has had eleven different jobs. The longest, as an assistant night porter in a hotel, lasted just two months. He was laid off from every job and now has not worked for nearly two years.

Jorge is trapped not so much by being Hispanic but because he lacks experience, training, and education. Without those qualifications, he may remain trapped among the unemployed.

Even though the pool of unskilled jobs is diminishing and federal funding for several job training programs has been terminated, many people find new causes for hope. Bill Henderson, age twenty-two, black, and a laboratory technician, says with conviction: "If you have the skills, somebody will hire you. You're in demand then, no matter what color you are. And that sure does feel good."

Bill had dropped out of high school for a construction job but was quickly laid off. He found himself in a familiar trap. "The army saved me," he said. "I finished my education, I made a little money, and I picked up the skills I needed for the job I have now."

Thousands of people representing the nation's many minority groups have had experiences similar to Mr. Henderson's. There is a growing sense that the abilities and skills of the individual are the key element in finding and holding a job.

Between 1980 and 1995, the labor force is expected to increase by 25 million workers. Most will be in service and office jobs--the white collar workers. Blue-collar factory work will not increase as much.

Experts believe that women will gain up to two-thirds of the new jobs. Blacks and Hispanics, with improved training and education, will also show significant gains.

The competition for low-paying jobs will continue because many will still lack skills and education. Recent immigrants may account for thirty to forty percent of this unskilled labor force.

A major change since the late 1970s has been a growing recognition by employers that they can do more to assist minority youth. Ted Small, president of the New York City Private Industry Council, states: "The key is to provide training and skills in such a way that previously untrained people can qualify for jobs. There are two types of jobs in New York: white collar and blue collar. And both require skills. The only real way to provide these skills and training is by the total involvement of the employer."

Companies throughout the city and the nation are beginning to respond to this challenge. One of these, Norton Simon, a giant corporation which includes Max Factor cosmetics and Hunt's foods, has hired 250 hard-core unemployed--people who have never had a chance. The new employees learn on the job, with full salary. Norton Simon has asked the 1,000 largest companies in the country to do the same.

In Newark, eleven pharmaceutical companies operate a work-study program called Technical Training Project. Over 340 youths have graduated so far and 87 percent moved immediately into full-time jobs.

"Opportunities are being created," Mr. Small says, but he also recognizes that "society has to be aware that there is a massive need."

List 1	List 2
Barriers that Keep Minority Youth from Obtaining Jobs	Signs of Improvement

An Appeal to Hispanics

During the late 1970s, Americans began to recognize that people of Hispanic background represent a large portion of the nation's population. In fact, if current growth rates continue, Hispanics will replace blacks as the largest minority group before the end of the century.

Hispanic Americans, like most other groups, face their share of prejudice and discrimination. At the same time, one can find evidence in the 1980s of a greater willingness to establish friendship and understanding between the majority and minorities. The ad which follows--part of a special appeal to Hispanics by American business firms--is one such piece of evidence.

She's Worth A Million. And She'll Get It.

Time was when Lydia's career options were few. Her salary expectations low. A very predictable real world for her.

But times are changing.

And so are her opportunities. Today, she can start out at $25,000 her first year, and with raises, earn well over a million dollars by the time she reaches her retirement age.

As an engineer.

At Westinghouse, an engineering career is one way to change the expectations. And the options. So that kids named Garcia, Lopez or Gonzales can look forward to a career with predictability. Of the kind they deserve.

They'll be creating solutions that shape our future. Designing transportations systems that move people through tomorrow's cities. Improving America's productivity. Or finding a new energy source.

That's why Westinghouse is reaching out. To inform. Stimulate. And to present engineering for what it is. An exciting and secure career option for everyone.

Regardless of how the name is spelled.

Because the next George Westinghouse could be named Lydia Garcia.

Westinghouse

I'd like to know how to help a kid make a million.

Please send me the latest information on the opportunities for Hispanic youth in careers in high technology, science and engineering.

Name _____

Address _____

City _____ State Zip _____

Mail to: Westinghouse Electric Corporation c/o Bess & Associates, One Romana Plaza San Antonio, Texas 78205. Favor de indicar si prefiere la información en Español.

HISPANIC YOUTH AND ENGINEERING. GETTING READY TO SHAPE TOMORROW.

Reprinted by permission Westinghouse-Electric Corporation.

Global Issues and the Worker

Although, when a person faces problems in his or her career, the trouble often seems to be a personal thing or a local problem, often that personal or local matter is connected to larger worldwide trends. The following readings provide a glimpse of some of the key economic issues of the 1980s that are affecting, and will continue to affect, workers.

1. A Job Phaseout

"Whom do you blame? The jobs just aren't there," said Vincent Sgroi as he rubbed one massive hand over the other. "I consider myself a victim of 'progress'." Mr. Sgroi, who is 58 years old, used to dance his thick-veined hands along the keyboard of a linotype machine with what he considered the style of a ballerina. Then one day he woke up to find himself an unemployed and unemployable printer, with skills that no one wanted or needed.

"First I was in shock, then I was depressed, then I realized that if I didn't pick myself up and do something, no one was going to do it for me," he said. He looked for work in a variety of fields, but always, Mr. Sgroi says, he was thwarted by "the age factor." Finally, he landed a job as a police emergency operator on the night shift.

The introduction of photocomposition, and the exodus of more than 500 printing companies from New York City, caused a loss of more than 30,000 jobs between 1967 and 1977. Many employees have been forced to undergo a painful process of reassessment. For the fortunate, it has meant a new beginning in a new career....

Finally Mr. Sgroi landed the job of "provisional police administrative aide" at about $12,000, less than half his earnings as a printer. Every night he answers emergency calls and, using a fraction of his considerable skills as a typesetter, types the information into a computer that passes it on to a dispatcher. He takes pride in the reassuring way he takes charge, getting people to slow down, and asking them to repeat the address, please. He feels that every so often, when someone is in danger, he can do some good.

"It's not a career, it's a job," he said.

From Josh Barbanel, "... And End of an Old One." © 1979 by The New York Times Company. Reprinted by permission.

2. The Computer Revolution and Jobs

At least through the 1990s, the continuing revolution in microcomputers will create countless new jobs, some that people have not even heard of before. More and more manufacturing will be carried out by computerized robots. Workers will be needed who can master these systems, build them, and repair them. More and more people in offices and plants will report to "electronic work stations" where their duties will involve operating word copiers, information storage and retrieval systems, or electronic accounting.

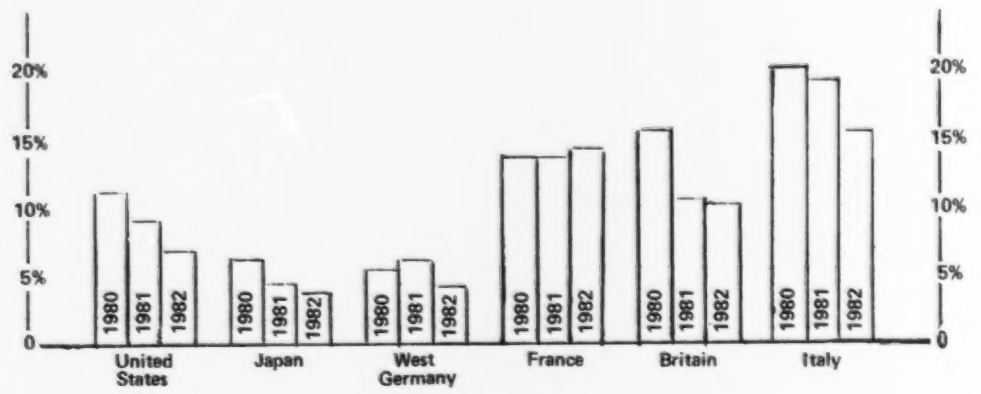
Paul Strassman, vice-president of Xerox, compares the importance of the computer to that of the railroad in the 1880s or the automobile in the 1920s and 1930s. "You have 36 million people who will need computer literacy skills," he said. "They will have to come to live with the work station--their 'electronic slave'--in the same way that Americans had to become automobile-literate after the 1920s. (Automobile skills took 30 years to absorb.) By and large, their training will come from their employers."

Based on Thomas C. Hayes, "Creation of a Job Bonanza," *San Francisco Chronicle*, October 28, 1981.

. How can computers create new jobs and yet lead to Mr. Sgroi's problems?

. Steel was always one of our basic industries. But now a decade of decline finds the United States Steel Co. with 146,000 employees. During this time, the fast-food chains have become big business. McDonald's now employs 350,000 wokers. Do you see any worldwide trends in this?

3. Inflation in the Leading Industrial Nations



Data from Organization for Economic Cooperation and Development, as reported for 1980, projected for 1981, and forecast for 1982.

Figures show projections for 1981 and forecasts for 1982.

4. Unemployment

Bonn, Germany. West Germany's economy has been the strongest in Europe. Since the late 1970s, however, corporate profits have been squeezed by high energy bills, rising prices for raw materials, and wages growing faster than sales. Bankruptcies have multiplied. The companies that remain are streamlining production and cutting workers.

Rome, Italy. Workers had a rough winter in 1982, especially the young. Unemployment reached 8.4 percent of the work force - with three-quarters of the unemployed between ages 14 and 30. Many of these people have never had a job, and since the economic prospects are poor, so are their chances for work. Experts say that not all of Italy's problems reflect worldwide recession. Too many companies have waited too long to modernize. Now Fiat, the largest, is starting a new program to bring in better technology.

London, England. The British were stunned by how swiftly the unemployment figures climbed. Within 30 months, the number of jobless doubled from 1.5 million to 3 million - the highest since the Great Depression. More than 11 percent of the work force is now unemployed. "I am on the dole," one man said, "but it isn't enough, so I beg money to buy food, or I steal it, or I loot shops or whatever....I do it because I need it."

Tokyo, Japan. Compared to other industrial countries, Japan's 2.2 percent unemployment is remarkably low. But in Japan it causes concern. Usually when business slumps occur, the companies, the government, and the unions cooperate to ease the burden on workers. Japan is now streamlining some businesses and consolidating others to solve the problem. Experts expect the problem to remain because of a sharp increase in Japan's elderly population. Because of inflation, many Japanese now want to work past the current retirement age of 55.

.What reasons can you find to explain why both inflation and unemployment are found in all the countries?

Adapted from Steven Rattner, "Joblessness: A Growing Scourge." © 1982 by The New York Times Company. Reprinted by permission.

5. Protectionism--Keeping Out Foreign Competition

Almost ten million people were out of work in March, and the unemployment rate climbed to nine percent. Meanwile, in 1982 U.S. imports are expected to exceed exports by more than $35 billion. This combination--a recession (business slowdown) at home and a flood of goods from abroad--has produced a rising chorus of voices calling for the protection of American jobs and sales against "unfair competition" from Japan and other countries. Auto unions, semiconductor companies, and politicians of all parties are demanding that the government "do something" to stop the invasion of imports.

Such protectionist feeling is not new, even in recent times. Although the U.S. government officially supports free trade, steel imports from Japan and Europe have been somewhat restricted since 1969, and textile imports from South Korea, Taiwan, Hong Kong, and other Third World countries have been limited by international treaty since 1973.

The severity of the current recession, though, makes it possible that more sweeping protectionist laws will be passed. Nineteen different trade restriction bills are now before Congress. The favorite target of such measures is Japan. U.S. companies and consumers are expected to buy $25 billion more Japanese goods in 1982 than Japanese consumers will buy from the U.S.

Japan has already agreed to a voluntary limit on auto exports to the U.S., but supporters of a protectionist policy would have them do much more--or else. In the absence of Japanese actions to encourage imports of U.S.-made goods and to restrain sales to the U.S., they propose that the U.S. set a limit (a quota) on Japanese imports.

The protectionists have a point. Free trade can and does hurt, since an influx of imports can suddenly throw large numbers of workers out of jobs. Moreover, as auto workers are finding out today, management can use foreign competition as an effective threat with which to force concessions.

Protectionism, however, will not cure the ills of the economy. Restricting imports can preserve jobs, at least in the short run, but only by keeping out cheap goods and raising prices for everyone--while doing nothing to solve more fundamental problems.

The current recession, for instance, has not been caused by imports from Japan. Rather, the same economic policies which have produced the American recession have also helped produce the trade deficits. The high U.S. interest rates cripple domestic businesses, make imports cheaper by strengthening the dollar, and in general make U.S. businesses less competitive.

Ford, GM, and Chrysler would benefit much more from an upswing in the American economy than from any change in Japanese trade practices. Similarly, the problems with the U.S. economy must be attacked with a more basic remedy than trade policy.

Adapted from: "Imports vs. Jobs: The Push for Protectionism," *Dollars and Sense*, May-June, 1982, pp. 3 f.

Where the Jobs Will be in 1990

The chart on this worksheet is based on a study by the U.S. Bureau of Labor Statistics. It shows changes in the availability of jobs expected between 1980 and 1985, providing hints of how the career market will look throughout the 1980s.

The growth expected in each field is indicated by the number next to the job titles. Fields that will need fewer people are indicated by a (-) sign.

Professional, Technical, and Kindred

ENGINEERS 22.9
- Aero-Astronautic 12.7
- Chemical 18.4
- Civil 21.6
- Electrical 21.1
- Industrial 25.6
- Mechanical 19.3
- Metallurgical 27.2
- Mining 44.3
- Petroleum 37.3
- Sales 18.7

LIFE AND PHYSICAL SCIENTISTS 25.8
- Agricultural 27.5
- Atmospheric, space 7.2
- Biological 34.9
- Chemists 20.5
- Geologists 42.5
- Marine 26.8
- Physicists and Astronomers 15.8

MATHEMATICS SPECIALISTS 25.9
- Actuaries 23.9
- Mathematicians 34.0
- Statisticians 23.0

SCIENCE TECHNICIANS 25.9
- Agricultural, Biological (except health) 6.5
- Chemical 12.7
- Drafters 28.2
- Electrical, Electronic 21.4
- Industrial Engineering 29.7
- Mathematical 49.0
- Mechanical Engineering 24.0
- Surveyors 38.9
- Engineering, Science 11.7

MEDICAL WORKERS 33.1
- Chiropractors 30.1
- Dentists 18.4
- Dietitians 13.6
- Optometrists 17.8
- Pharmacists 14.8
- Physicians, M.D. Osteopaths 36.6
- Podiatrists 12.7
- Registered Nurses 35.4
- Therapists 47.3
- Veterinarians 29.2
- Clinical Laboratory Technologists 42.8
- Dental Hygienists 118.9

TECHNICIANS (EXCEPT HEALTH) 32.2
- Airplane Pilots 30.4
- Air-Traffic Controllers 32.9
- Flight Engineers 31.2
- Radio Operators 30.7

COMPUTER SPECIALISTS 27.3
- Computer Programmers 25.1
- Computer Systems Analysts 30.5
- Other Computer Specialists 30.4

SOCIAL SCIENTISTS 30.1
- Economists 28.9
- Political Scientists 22.7
- Psychologists 33.8
- Sociologists 28.2
- Urban and Regional Planners 41.1

TEACHERS 3.7
- Adult-Education Teachers 33.9
- College and University 3.0
- Elementary School 9.8
- Preschool, Kindergarten 25.0
- Secondary School —11.3

ENTERTAINERS AND OTHER ARTISTS 15.6
- Actors 13.7
- Athletes and Kindred Workers 13.1
- Authors —3.3
- Dancers 22.2
- Designers 20.4
- Editors and Reporters 23.8
- Musicians and Composers 17.8
- Painters and Sculptors 4.1
- Photographers 9.7
- Radio and Television Announcers 29.8

OTHER PROFESSIONAL, TECHNICAL 18.6
- Accountants 19.1
- Architects 52.2
- Archivists and Curators 6.4
- Clergy 5.4
- Religious, Except Clergy 11.0
- Foresters, Conservationists 14.5
- Judges 6.8
- Lawyers 18.9
- Librarians 11.2
- Operations, Systems Research 31.9
- Personnel, Labor Relations 31.9
- Research Workers —22.3
- Recreation Workers 20.8
- Social Workers 29.7
- Vocation, Education Counselors 18.6

Managers, Officials, and Proprietors

BUYERS, SALES, LOAN MANAGERS 35.2
- Bank, Financial Managers 41.2
- Credit Managers 13.2
- Buyers, Wholesale, Retail 39.8
- Purchasing Agents, Buyers 34.9
- Sales Manager, Retail Trade 31.7
- Other Sales Managers 32.9

ADMINISTRATORS, INSPECTORS 22.8
- Health Administrators 45.0
- Officials, Administrators, Public 20.8
- Postmasters, Mail Supervisors —8.3
- College Administrators 15.9
- School Administrators 16.2

OTHER MANAGERS, OFFICIALS 17.6
- Funeral Directors 0.0
- Building Managers, Superintendents 36.7
- Office Managers 39.6

Sales Workers

- Advertising Agents 30.6
- Auctioneers 1.8

Demonstrators 6.7
Insurance Agents, Brokers 18.6
Newspaper Carriers and Vendors —19.4
Real-Estate Agents, Brokers 27.5
Stock and Bond Sales Agents 15.4

Clerical Workers

SECRETARIAL 33.3
Secretaries, Legal 50.0
Secretaries, Medical 80.3
Secretaries, Other 37.3
Stenographers —22.0
Typists 20.0
OFFICE-MACHINE OPERATORS —0.1
Bookkeeping, Billing Operator 27.5
Calculating-Machine Operator 16.8
Computer, Peripheral Equipment 18.0
Keypunch Operators —26.8
OTHER CLERICAL 28.9
Bank Tellers 21.3
Billing Clerks 47.5
Bookkeepers 12.6
Cashiers 30.5
Collectors, Bill and Accounts 25.0
Counter Clerks, Except Food 23.8
File Clerks 19.0
Library Attendants, Assistant 17.5
Mail Carriers, Post Office 0.1
Postal Clerks —8.0
Real-Estate Appraisers 28.7
Receptionists 27.5
Teachers' Aides 54.4
Telegraph Messengers —50.0
Telegraph Operators —29.3
Telephone Operators 0.3

Crafts and Kindred Workers

CONSTRUCTION CRAFTS WORKERS 30.0
Carpenters and Apprentices 24.5
Brick and Stonemasons, Apprentices 18.1
Bulldozer Operators 49.6
Electricians and Apprentices 24.3
Painters and Apprentices 21.3
Paperhangers 50.0
Plumbers, Pipefitters and Apprentices 38.0
METAL-CRAFTS WORKERS 18.3
Machinists and Apprentices 16.8
Sheetmetal Workers and Apprentices 24.9
Tool and Diemakers, Apprentices 17.1
MECHANICS, REPAIRERS, INSTALLERS 19.9
Air-Conditioning, Heating, and Refrigeration Mechanics 60.2
Aircraft Mechanics 25.5
Auto-Body Repairers 15.0
Auto Mechanics and Apprentices 18.0
Heavy-Equipment Mechanics 13.5
Household-Appliance Mechanics 19.5
Radio, Television Repairers 31.6
PRINTING-TRADES WORKERS 3.9
Bookbinders 6.3
Compositors and Typesetters —7.9
Photoengravers, Lithographers 23.1
Pressmen and Apprentices 8.5
OTHER CRAFTS, KINDRED WORKERS 8.5
Bakers —4.5
Cabinetmakers 7.5
Crane, Derrick, Hoist Operators 25.3
Decorators, Window Dressers 23.
Jewelers and Watchmakers 9.1
Shoe Repairers —4.0
Tailors 4.2

Operatives

OPERATIVES (EXCEPT TRANSPORT) 18.8
Semiskilled Metalworking 20.6
Grinding Machine —1.5
Lathe, Milling Machine 26.5
Solderers —24.9
Welders and Flame Cutters 26.4
OTHER OPERATIVES 17.7
Assemblers 33.3
Dressmakers, Except Factory —12.0
Garage Workers, Station Attendants 4.9
Meatcutters, Butchers 6.4
TRANSPORTATION OPERATIVES 8.4
Bus Drivers —5.7
Delivery and Route Workers 8.9
Parking Attendants 6.3
Taxicab Drivers, Chauffeurs 0.0
Truck Drivers 13.5

Service Workers

CLEANING-SERVICE WORKERS 20.2
Building-Interior Cleaners 28.6
Lodging Cleaners 78.5
FOOD-SERVICE WORKERS 24.1
Bartenders 18.8
Cooks (except private) 26.6
Dishwashers 16.7
Food-Counter, Fountain Workers 35.2
Waiters 19.5
HEALTH-SERVICE WORKERS 42.3
Dental Assistants 47.8
Health Aides (except nursing) 52.9
Nurses Aides, Orderlies 35.0
Practical Nurses 54.6
PERSONAL-SERVICE WORKERS 28.4
Flight Attendants 79.3
Baggage Porters and Bellhops —6.2
Barbers 1.8
Bootblacks —54.8
Child-Care Workers 62.7
Elevator Operators —25.6
Hairdressers, Cosmetologists 16.7
Housekeepers (except private) 8.6
PROTECTIVE AND SERVICE 33.1
Firefighters 23.8
Guards 36.0
Police and Detectives 37.6

Farm Workers

FARMERS AND FARM MANAGERS —33.1
Farmers (Owners and Tenants) —34.6
Farm Managers 58.0
FARM LABORERS, SUPERVISORS —35.2
Farm Supervisors —12.9
Laborers, Wage Workers —43.3
Laborers, Unpaid Family —85.3

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I. DATA RETRIEVAL

Use the data from the U.S. Bureau of Labor Statistics to complete the chart below. For each of the jobs listed, check the appropriate column.

	MANY JOBS	FEW JOBS	NO JOBS
. Secondary School Teachers			
. Auto Body Repairers			
. Bulldozer Operators			
. Social Workers			
. Radio and TV Repairers			
. Air Conditioning, Heating, and Refrigeration			
. Dental Hygienists			
. Radio and TV Announcers			
. Therapists			
. Actors			

II. CATEGORIZING

Categorize the jobs listed in the above exercise under the appropriate headings below.

MEDICAL WORKERS	ENTERTAINERS	TEACHERS	MECHANICS

III. LETTER-WRITING EXERCISE

Write a formal business letter to the Chancellor of the New York City schools suggesting that specific vocational skills and subjects be taught in the secondary schools. Base your requests for particular subjects and skills on the future need for workers in those areas. Use the format below.

_____

_____

_____

_____

_____

_____

Dear Chancellor:

_____

_____

_____

_____

_____

_____

_____

Sincerely,

_____

_____

What Employers Are Looking For

Employers interview people to find out if the applicant meets their needs. What are they looking for? Usually we can figure out the basic skills required, but beyond that, what separates one applicant from the others? See what you can find out. We'll begin interviewing some employers....

PART 1: WHAT THE EXECUTIVES SAY

1. Economists

"There will be a high demand for economists, especially in state and local governments. The field requires a thorough preparation in mathematics. And it helps to have an analytical ability, a talent for asking the right question. I would discourage specialization...students often neglect a sound grounding in history and political science."

2. Medicine and Health Care

"There are a lot of opportunities if people are willing to move where there is a lack of supply....Professionals, especially doctors, must learn more about working with people....Also, people will look more to others in the health field, such as nurses, instead of physicians."

3. Fashion

"For the assistants I hire, I love people with an international background. Among those now working in my studio are assistants from Thailand, Italy, Wales - and two from New York. It's not difficult to get a job (in fashion) if one is talented, but the selectivity is very, very demanding."

4. Journalism/Publishing

"Journalism is probably one of the most difficult careers to break into....If you've got the talent it helps, and if you've got the determination you can make it. Determination is the more important consideration in my opinion."

5. Office Work

Paul Strassman, a vice-president at Xerox Corporation, stresses the role of the computer in every kind of office. Regardless of career choices, he says, "a new employee had better come to the job with computer know-how."

PART 2: WHAT BUSINESSES AND BANKS SAY IN THEIR ADS

1. Field Engineers for General Electric

"When it comes to independence, diversity, hands-on engineering challenges in 'the real world,' casual life styles...and adventure...there's nothing like the world of the General Electric Field Engineer. No desk-bound job teaches self-reliance so quickly. Our 'offices' are the engine rooms of ships. Turbine generator sets the length of a football field. Machine shops. Steel and paper mills....Nuclear pressure vessels ten stories high. Oil rigs. Anywhere...everywhere...in the world."

2. Economists for The Morgan Bank

"One position involves monitoring and forecasting economic developments in Europe; the other is a similar position for Latin America...requiring proficiency in communicating the information and projections which are products of the economist's technical and professional skills.... Also required is a working knowledge of a relevant second language."

3. Recent graduates or those switching careers, for Irving Trust

"Our operations and career opportunities...are not just nationwide, but worldwide. In addition to our 137 subsidiary banking offices in New York, we do business throughout the U.S. and in more than 120 countries."

4. Various jobs for an energy company

"As an international leader in power development, EBASCO has established an outstanding record of accomplishment that spans 76 years and more than 60 countries....The power plant is EBASCO's most tangible imprint on the energy horizon. Worldwide we have completed over 900 electric generating units....EBASCO is your kind of company...not only because of our unmatched technological diversity and expertise, but also because we speak your language. We're committed to the personal and professional growth of each employee.

PART 3: IDEAS ABOUT LANGUAGE AND OTHER SPECIAL SKILLS

1. A Proctor and Gamble executive had this to say about new recruits for the company:

"It doesn't matter whether they studied Germanic history or philosophy, as long as they have gained some understanding of what the world is all about. They should know how the power structure works. They should know how to use figures. And they should have some understanding of how the computer fits into everything."

From *New York Times*, October 14, 1979, National Recruitment Survey, pp. 72 f.

2. A director of the American Management Association:

"Most of the big companies are looking for raw material when they hire graduates. They are looking for competent people to develop within their organizations. They want people who can write well and speak well--if recruits have those competencies, plus their intelligence, they can be trained in many areas."

Based on Kenneth B. Noble, "The Bosses Forecast the Needs," *New York Times*, October 14, 1979, Careers for the 80s, p. 21 f., Quotation by Paul Strassman from Thomas C. Hayes, "Creation of a Job Bonanza," *San Francisco Chronicle*, October 28, 1981.

3. James Greenfield, Assistant Managing Editor of The New York Times:

"It's absolutely necessary for reporters to know a foreign language....For example, we entered into an agreement with Harvard to train a young woman reporter in Japanese. She lived with a Japanese family for a year and she just joined our staff."

4. Language can lead to specialized careers. The person must usually be bilingual - genuinely fluent in both English and a second language. Here are some examples:

   - In New York and New Jersey, there are 56 foreign-language newspapers.
   - The Voice of America broadcasts in 35 languages. Writers, editors, and announcers are all expected to be bilingual
   - The Agency for International Development employs 3,000 people in overseas projects such as improving irrigation or building roads. All workers are trained in the language needed. The Peace Corps also has thousands of people on shorter tours of work abroad, and they too have a language requirement.
   - Advertising on print and electronic media directed to the Hispanic population of the country has become a multi-million dollar business. The major network is the Spanish International Network, which operates from the World Trade Center.
   - The United Nations hires people fluent in a number of languages to work as interpreters.

5. Language has also become an important part of many different jobs. Some examples:

   - New York Telephone Company found that people in many neighborhoods felt uncomfortable speaking English, and some could not do it. To remedy this, the company hired customer clerks to help people understand telephone services, equipment, and so on. The clerks are hired partly for their language skills. They may work in neighborhoods where the dominant language is Russian, French, German, Spanish, Chinese, or dozens of others.

   - Newscasters - television and radio. If you were delivering a news broadcast and ran across the word junta, how would you pronounce it? A "j" sound would reveal to your audience your lack of knowledge of basic Spanish pronunciation. Anyone whose voice is carried on radio or television encounters such problems constantly--a visiting dignitary, a motion picture title, the location of an airplane crash--ccuntless sources can test the broadcaster's flexibility. Because the challenges are so varied, most media people pick up a smattering of several languages rather than fluency in one.

   - A restaurant owner in midtown Manhattan discovered that his new location was becoming a gathering spot for people from several foreign embassies. At first he and the employees waiting on tables found the language barriers difficult. The waiters and waitresses agreed with the owner: they would all have to study languages. Within a few months, they were restaurant specialists in Russian, Swedish, French, and Hungarian. Today, after nearly four years of operation, almost every table is served by a man or woman who is fluent in one language and familiar with four or five others.

Taking Stock

Make up a new list of your own career qualifications. You may want to start with the lists of qualifications you developed at the conclusion of Learning Activity 1. Now that you have dealt with much new material, this time you may want to divide your list into two parts. Part A would show any specific job skills you can claim--don't limit yourself to your major skill. List as many skills as you actually have, even if only as a beginner. In part B, list those of your personal qualities which you concluded were important to employers. Next to each skill or quality on your list, note where you stand today and what you can do about it in the future. Draw up your list using the format shown by the following model.

My Career Qualifications

A: Special Skills of Any Kind	Where I Stand Today	Plans for the Future
1. A second language	Took 2 years of French; dropped it	Should take 2 more years of French
2. Office skills - typing	Can type 62 wpm	Present typing speed is OK
3.		
4.		

B: Personal Qualities	Where I Stand Today	Plans for the Future
1. Willingness to work in an overseas post	very willing	
2.		
3.		

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The Unofficial World Capital

The following essay reviews some of the major events in New York's rise to world importance.

New York has more job openings in more different fields than any other city anywhere in the world. When you think about entering the job market, that's an encouraging bit of knowledge.

But the advantages of New York can also work against you. New York graduates today don't just compete with the new job seekers among the city's eight million people. They also compete with the youth among another eight million people who live within commuting distance of the city. And the rivalry doesn't stop there. Recent graduates in Spearfish, South Dakota, or Odessa, Texas, or Biloxi, Mississippi, are also launching new careers. Some of them, thousands of them, have already reached the same conclusion: New York City is the best place to start. Still further afield, ambitious youths in San Juan, Puerto Rico, the hills of Honduras, and the island of Taiwan share the same dream and will sooner or later show up in the job market of New York City.

Some of the tremendous appeal of New York results from the working of large historical forces.

From the beginning, even when the Dutch owned the city as New Amsterdam, it was in a crossroads position. Trade goods and immigrants entered the port and then were moved north into New England, or west into the Middle Colonies. By the early nineteenth century, the city was becoming the country's major port. Settlers could move easily up the Hudson, west along the Erie Canal, and still further west through the Midwestern river systems. Grain was becoming a major export item and was shipped from the nation's heartland to New York by reversing the settlers' route.

In the late 1800s, New York was a large, bustling city with over one million people. But the special quality of New York was just taking shape.

Beginning in 1870, New York became the major port of entry for a new wave of immigrants. Thousands came from Poland, Hungary, Greece, Italy and other countries of southern and eastern Europe. Lesser numbers came from China, Japan, Turkey, Armenia, and dozens of other countries. The world has never witnessed the mixing of such a variety of cultural groups.

The city's streets were jammed with stalls and pushcarts stacked with goods from every corner of the world. The noise of bargaining and arguments was constant and within a few blocks two dozen languages might be heard. Overcrowded apartments turned into slums, but people put up with it--these bad conditions were regarded as temporary by people struggling for their share of the American dream. Out of this loud, colorful hurling together of people, New York emerged as a city of tremendous diversity. Each new group has added something to an atmosphere of mixing that no other city can match.

As the population of New York changed, so did the economy. The Industrial Revolution created factories, mills, and even sweatshops that added to the outpouring of manufactured goods. At the same time, New York could offer special services for a growing nationwide economy. The city was naturally chosen as the site for the headquarters of Western Union, and the stock exchange, and the largest banks--banks which could help find huge new products.

By the early 1900s, then, New York was in a very special positron. It was not the political capital of the nation, not even the capital of the state. Instead it had become the unofficial capital of a nationwide economy.

New York's central economic and financial position has become international in this century. The nations of Europe had dominated banking and manufacturing throughout the 1800s. But World War I (1914-1918) helped to end that domination and boosted the American economy. By 1929, the United States was clearly the world's leading economic power--40 percent of the world's manufactured goods came from America. For almost a century, therefore, new immigrants, and especially people wanting to get ahead fast in business or finance, have headed for New York.

The rich cultural diversity and the availability of funds in New York made the city central in another way as well: it became the cultural capital of the country. Museums, libraries, theaters, and galleries were built by families who were able to accumulate great wealth in the era before the income tax. Theater, music, dance, and all other forms of cultural expression were found at or near their best in New York.

No matter what career a person chooses, therefore, New York is the place to be. That's why the job application lines are so long.

EXERCISE

The above essay makes the point that thousands of job seekers have reached the same conclusion--"New York City is the best place to start."

List five reasons why New York City might be the best place for a job seeker to start. Write full sentences.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

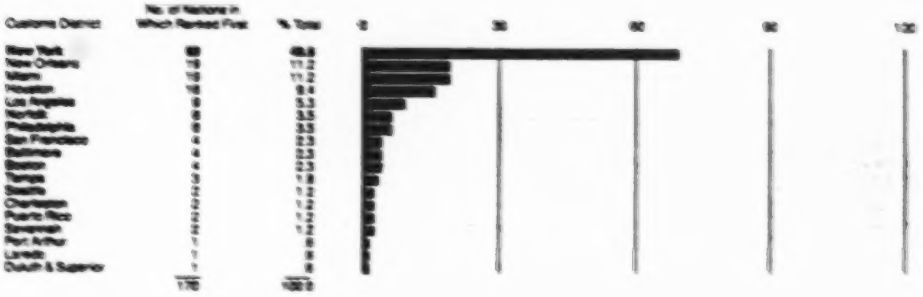
5. _____

_____

New York's Role in International Trade

U.S. Ports By Trading Partner

Table: rankings by port and percentage of total/Graph: 1981 first place rankings by port



"U.S. ports by trading partner" is an indicator of comparative port activity which measures the dollar value of U.S. ocean-borne general cargo trade with each of the 170 nations of the world and determines which port led U.S. trade with each of these nations. In 1981, New York was the leading U.S. port in trade with 69 or 40.6% of the 170 nations of the world. The bi-state Port ranked first with nations around the globe, including Peru, Brazil, Argentina, Sweden, Denmark, the United Kingdom, France, West Germany, Spain, Syria, Jordan, India, Indonesia, Morocco, Sierra Leone, Liberia, and the Union of South Africa.

From *124 Port of NY/NJ*, June 1982, p. 27.

EXERCISE:

- With what percentage of the world's nations did the port of Boston lead the United States in trade?

  _____

- With what percentage of the world's nations did the port of New York lead the United States' in trade?

  _____

- With how many nations did the port of New York lead the United States in trade?

  _____

- Which United States port's activity came closest to that of New York in 1981?

  _____

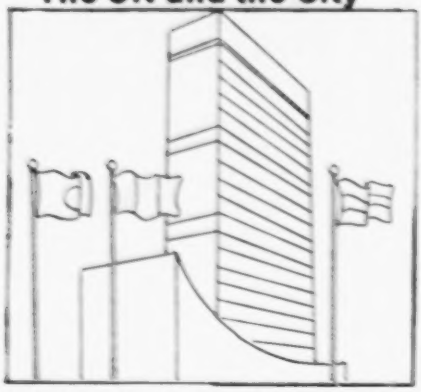
- What conclusions can be drawn form this graph about the activity of the port of New York compared to other ports in the United States?

  _____

  _____

  _____

The UN and the City



One of the major reasons that New York has become the world's crossroads city is the presence of the United Nations. The following article describes the UN's involvement with the city's economy.

Diplomats a Boon to New York

New York is host to a 35,000-member diplomatic community, the largest in the world. According to a report recently issued by the City Commission for the United Nations and Consular Corps, the presence of foreign diplomats pumped $692 million into the city's economy in 1980. This represents a 56% increase over the corresponding figure for 1977. In the same period, the cost of maintaining this diplomatic presence decreased more than 18%, to $15 million annually.

The UN is a major employer, purchaser, and builder in New York. In 1980, the UN Secretariat, along with the specialized UN agencies such as UNICEF and UNESCO, spent a total of $398.5 million in New York City. Payrolls, construction, administrative costs, and the procurement of goods and services accounted for most of this sum.

In addition, the City Commission report points out, the UN is one of New York's major tourist attractions. Though it would be difficult to determine exactly what such a tourist magnet means to the city in dollars and cents, the UN is clearly an important factor in maintaining thousands of jobs in tourist-related businesses.

According to Gillian M. Sorenson, head of the City Commission, many New Yorkers mistakenly believe that the diplomatic community is a drain on the city's economic resources. A common misconception is that police protection for foreign envoys is costing New York taxpayers a bundle. In reality, the city's share of the diplomatic security bill came to only $875,000 in 1980, an 80% reduction over the cost in 1977.

Looking ahead, the City Commission predicts that the economic benefits to the city from the diplomatic community will continue to increase in coming years, while the costs paid by the city will remain stable.

208 From James Terry's "Diplomats a Boon to New York," Association for a Better New York, Newsletter, February-March, 1982.

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United Nations Jobs

The United Nations is a major employer. First, it always needs people with advanced degrees in such areas as economics or international law. Second, many persons are required for the specialized and exacting work of translating. And third, the UN has thousands of employees who work much as they might for a national government or a company. This category would include office workers, engineers, security guards, maintenance workers, data processors, and so on.

One thing sets workers for the UN and its agencies apart from others: most of them feel specially privileged to play even a small part in a great international drama. They believe in what they are doing.

DIRECTIONS:

Listed below are some of the special or functional agencies of the United Nations. Working with a classmate or as part of a small group, select one of the agencies that looks interesting. Study the agency and write a one or two-page report which describes:

1. What the agency does;
2. Number of people employed and where they work;
3. Major job categories and qualifications for each;
4. Any special requirements such as work overseas or need for a second language;
5. The kind of person you think should apply for one of these jobs.

MAJOR BODIES AND SPECIALIZED AGENCIES AND COMMISSIONS OF THE UNITED NATIONS

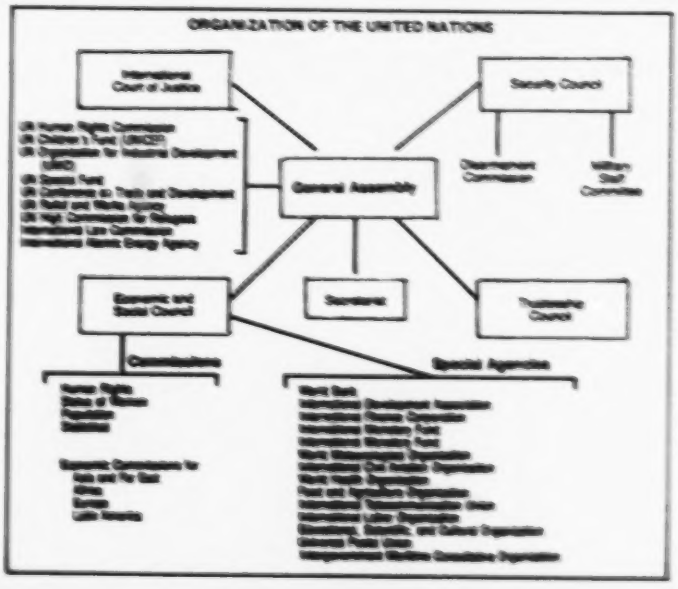

Chart from Allen O. Kownslar and Terry L. Smart, *People and Our World*, © 1981, Holt, Rinehart and Winston, Publishers.

Boosting New York as World City

DIRECTIONS

Your task is to create a magazine ad that will encourage foreign businesses to open offices, sales departments, or manufacturing plants in New York City. Base your appeal on the concept that New York is World City--the hub of the global economy, the place where the action is.

You may get some ideas from the Aramco ad for Saudi Arabia, from Worksheet I-2B, or from the famous series of "I Love New York (State)" ads, one of which is shown below. Information and pictures of the city may be obtained free from many businesses and business associations.

MADE IN NEW YORK
I ♥ NY
From apparel to advertising. Leather products to legal services. Publishing to printing. From cabbage to cottage cheese. New York State is number one.
We have the leading computer company in the country. The leading camera company. The leading cosmetics company.
And they have lots of company. New York State has more of the FORTUNE 500 companies than the next two states combined.
Our labor force has one of the highest productivity rates in the country.
And, big or small, we're totally committed to helping our business and industry thrive.
We've enacted the biggest State personal and business tax cuts in the country over the past four years: $6 billion. In fact, we've passed over 60 pieces of pro-business legislation last year alone.
For more information about why your products should be made in New York, call our special Department of Commerce Hot Line: (212) 949-8320.
Or write:
George G. Dempster, Commissioner
New York State Department of Commerce
99 Washington Ave., Albany, New York 12245

From New York State Department of Commerce, Albany, New York.